

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L431

OCT 03

BRIEF, TO INFORM, PERSUADE OR DIRECT

## **TRAINING SUPPORT PACKAGE**



## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L431 / BRIEF TO INFORM, PERSUADE, OR DIRECT
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	C402, Brief to Inform, Persuade, or Direct, Oct 02
<b>TSP Users</b>	600-ANCOC Advanced Noncommissioned Officer Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 878-8875</p> <p>E-mail atss-dcd@bliss.army.mil</p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

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### Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

#### Task Number

#### Task Title

#### Individual

158-300-0030

Brief to Inform, Persuade, or Direct

158-300-0040

Write to Inform or Direct

158-300-0050

Write to Persuade a Decision Maker to Choose a Course of Action

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This TSP  
Contains

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**BRIEF TO INFORM, PERSUADE, OR DIRECT**  
**L431 / Version 1**  
**01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-ANCOC	1	Advanced Noncommissioned Officer Course

<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u>	
	158-300-0030 (*)	Brief to Inform, Persuade, or Direct
	158-300-0040 (*)	Write to Inform or Direct
	158-300-0050 (*)	Write to Persuade a Decision Maker to Choose a Course of Action

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	158-300-0010	Write in the Army Style
	158-300-0020	Conduct a Military Information Briefing

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		0 hr 50 mins / Conference / Discussion
	Test	4 hrs 00 mins / Test (Performance)
	Test Review	0 hrs
	Total Hours:	5 hrs

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review) 4 hrs	E403 version 1

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

<b>Clearance Access</b>	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
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**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 101-5	STAFF ORGANIZATION AND OPERATIONS	31 May 1997	

<b>Student Study Assignments</b>	Before class--					
	· Study student handouts 1 thru 8.					
	During class--					
	· Participate in the class discussion, practical exercises, and briefing activities.					
	After Class--					
	· Review all reference material and prepare briefing prior to scheduled time of delivery in class.					
<b>Instructor Requirements</b>	1:16, SFC or above, ANCOC graduate, SGITC qualified					
<b>Additional Support Personnel Requirements</b>	<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>		
	None					
<b>Equipment Required for Instruction</b>	<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
	441-06 LCD Projection System	1:16	1:1	No	1	No
	559359 SCREEN PROJECTION	1:16	1:1	No	1	No
	673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
	702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
	703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
	7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
	7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
	SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
	SOFTWARE-1 MS-DOS, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No
	SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No
	*TVT 71163 L431 TVT	1:16	1:1	No	1	No
	USASMA-9 VIDEO CASSETTE RECORDER	1:16	1:1	No	1	No
	* Before Id indicates a TADSS					
<b>Materials Required</b>	<b>Instructor Materials:</b> Complete TSP, standard collegiate dictionary.					

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**Student Materials:**

All student handouts, materials to research the assigned topic, writing materials, materials for delivery aids (charts, viewgraphs, handouts, or slide projectors) appropriate for the task and purpose of the briefing, briefing text or notes, standard collegiate dictionary, grammar text, standard office materials, and wearing of appropriate military dress.

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**Classroom,  
Training Area,  
and Range  
Requirements**

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

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**Ammunition  
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Study this lesson and the student handouts. Provide the students an overview of this lesson along with their requirement to present a decision briefing during the second portion. Provide the instructions, the assignment, the student handouts, and the evaluation form. The overview will emphasize the importance of clear communication that exhibits critical thinking and the effect this has on leading troops.

In the first hour discuss issues and concerns related to conducting an effective decision briefing. You and your students will evaluate a videotaped briefing. You will lead an evaluation of the videotaped briefing. In the second portion students will conduct briefings and provide verbal and written evaluations to each briefer. You, as the instructor, will add your written evaluation and grade for each briefer.

Review the five-step process for preparing a briefing. The five-step process includes:

- (1) Research the topic
- (2) Plan your briefing
- (3) Deliver a practice briefing
- (4) Revise
- (5) Deliver the final briefing

Introduce the evaluation form (Appendix D, SH-6) to the students and discuss how to use this form to evaluate their preparation for the briefing they give in the second portion.

Assign one of the following topics to each student:

1. Propose a change to the unit formation time.
  2. Propose change to duration of PT sessions.
  3. Propose implementation of new PT program.
  4. Propose decentralization of training to squad or section level.
  5. Propose new environmental requirements training.
  6. Propose purchase of new office equipment.
  7. Propose software training for all office personnel in the unit.
  8. Propose implementation of extended hours for the dining facility.
  9. A military topic approved by the SGL.
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**Proponent  
Lesson Plan  
Approvals**

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<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Huston, Virgil H.	GS09	Training Developer	
Eichman, Guy A.	MSG	Chief, BNCOC / ANCOC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	



## SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

### Motivator

Sooner or later in your careers, there comes a time when your commander will measure your performance largely by how well you communicate verbally. Your task may be to provide an information briefing or a decision briefing.

**NOTE:** Focus on the subject by establishing relevancy of briefing skills to the student's ability to communicate effectively within the military. Ensure your students understand the importance of being able to communicate clearly and effectively. Cite an example of poor communication and the outcome followed by an example of good communication and the outcome.

### Terminal Learning Objective

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Conduct a decision briefing
<b>Conditions:</b>	Given a task to provide a decision briefing to a superior officer in a classroom setting, a scheduled time to present the briefing, materials to research the assigned topic, student handouts, writing materials, a standard collegiate dictionary, materials for delivery aids (charts, viewgraphs, handouts, slide projectors, floppy disks, etc.) appropriate for the task and purpose, briefing text or notes, and the requirement to wear appropriate military dress.
<b>Standards:</b>	Planned, prepared, and delivered a briefing that conveyed his/her bottom line IAW the standards set forth in FM 101-5, App. E (SH-2) and SH-7. Received a score of SUPERIOR or SATISFACTORY on the evaluation of preparation and delivery of the briefing.

### Safety Requirements

None

### Risk Assessment Level

Low

### Environmental Considerations

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.  
None

### Evaluation

During the second portion each student will deliver a decision briefing to the instructor and other students. Specific guidance and evaluation criteria are in Appendix D. After reading the student handouts, the student will complete the

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assignment and bring the product to class.

The time required for each briefing and student-instructor evaluation will take about 10-15 minutes, further limiting the optimum number of students an instructor can effectively evaluate.

Each student briefing must keep within the designated time (Recommend no more than 10-minutes but not less than 8-minutes). Students who exceed the time requirement will receive a NO-GO for the briefing. The instructor must then reschedule the student for another evaluation.

Scoring:

**SUPERIOR:** Student achieves fourteen or more superior ratings out of fifteen possible areas for the introduction, body, and conclusion, and has “yes” on both overall comments. Student can receive no unsatisfactory ratings.

**SATISFACTORY:** Student does not achieve a SUPERIOR rating, but achieves eleven or more satisfactory or superior ratings out of the fifteen possible areas for the introduction, body, and conclusion, and has “yes” on both overall comments.

**UNSATISFACTORY:** Student achieves five or more unsatisfactory ratings out of the fifteen possible areas for the introduction, body, and conclusion. Students who fail to present the briefing within the time requirements (8 to 10 minutes) or fail to turn in a briefing outline will receive an overall unsatisfactory rating (overall comments).

**NOTE:** Performance on this decision briefing will be used as one basis for ratings on the Demonstrated Abilities portion of the student's DA Form 1059.

At the end of this course you will take a 50-question written examination. The examination will include questions on the ELOs and TLOs from this lesson. You must correctly answer 35 questions or more to receive a passing score (70 percent). This is a graduation requirement.

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**Instructional  
Lead-In**

**NOTE:** The instructor will provide the students with an overview of this lesson along with the student requirement to present a decision briefing during the second portion of the class. The instructor will also provide each student the instructions, the assignment, the student handouts, the evaluation form and a briefing topic after completion of instruction for ELO 1.

**NOTE:** Do not issue student handouts until the end of the instruction for ELO 1.

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### SECTION III. PRESENTATION

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Critique a decision briefing
<b>CONDITIONS:</b>	Given an example of a decision briefing,
<b>STANDARDS:</b>	Correctly identified five strengths and five weaknesses in a decision briefing.

#### 1. Learning Step / Activity 1. Describe the Five Step Process in Preparing a Military Decision Briefing

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:16  
Time of Instruction: 13 mins  
Media: VGT-1 thru VGT-4

Ref: SH-3

**NOTE:** The design of a decision briefing helps you to persuade your audience to select a course of action that you are proposing. FM-101-5 (extract in SH-2) calls this a decision briefing and the student handouts call this a persuasive briefing. These terms are synonymous.

It doesn't matter how technically or tactically proficient you are. If you cannot communicate, you will not be successful on or off the battlefield. The design of this course helps you to improve your personal communicative skills as a briefer. There is only one graded product in this lesson -- your decision briefing which you will present during the second portion of this lesson. Your task is to persuade the audience, in this case your classmates and instructor, to approve a particular course of action.

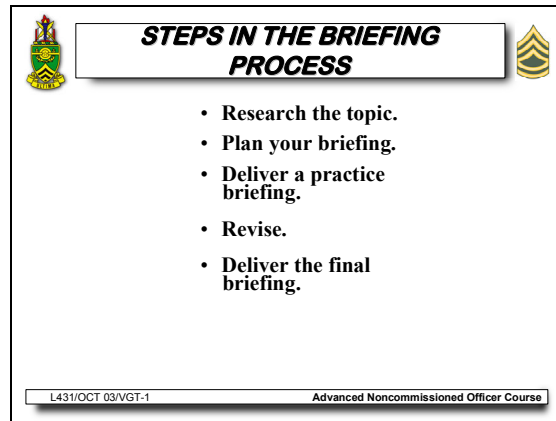
To assist you in understanding the Army briefing style, this lesson will focus on what you can do to prepare for the briefing and how to evaluate a briefing. To prepare you to successfully complete this task, I will discuss the evaluation form we use and then play videotape of a decision briefing. During the playing of the videotape you will evaluate the briefing by completing the evaluation form.

Next we will conduct an instructor led evaluation of the strengths and weaknesses we observed. Our evaluation will follow the order of the evaluation form.

We will discuss the briefer's introduction, body of the briefing, conclusion, and our overall impressions.

First, before we listen to and evaluate a taped briefing, I want to discuss some steps to help you develop your own briefing.

### SHOW VGT-1, STEPS IN THE BRIEFING PROCESS



The steps we will cover are RESEARCH, PLAN, PRACTICE, REVISE, and DELIVER.

**a. RESEARCH THE TOPIC:** There is an ancient proverb that says "There is no indigestion worse than that which comes from eating one's own words." Sooner or later you will have the opportunity to feast on your own words. Whether you truly have a feast or suffer from severe indigestion will depend not only on your speaking ability but how well you organize and present your material.

Do you remember the first time you had to give a briefing or make a speech? Chances are your palms were sweaty, your knees were knocking, your heart was beating a mile a minute, and your stomach felt like it was full of butterflies--all perfectly normal.

**NOTE:** If you have your own anecdote you may interject it here.

Like writing, speaking is a skill; once you understand the basics, the rest is practice, polish, and style. Today we are going to discuss some methods and techniques you can use to prepare and deliver an efficient briefing or speech.

Different types of briefings have different types of goals. For example, the goal of a decision briefing is to obtain a decision whereas the goal of an information briefing is to disseminate information. Regardless of the type of briefing, they all have a common goal.

QUESTION: What do you think that goal is?

ANSWER: The goal for all staff communications is to communicate in one rapid transmission, generally free of errors.

One key word is rapid. Thomas Jefferson said, "Speeches that are measured by the hour will die by the hour." Now that we have defined our goal, how do we get started? One way is to break the process into five steps. The first step is research.

**NOTE:** Discuss the following question with the class.

QUESTION: What information are we trying to gather in this step?

ANSWER: The following are some of the key points your students should address:

-- What exactly is the requirement? Too often we plunge into developing a briefing or speech without a clear understanding of the requirement. You have probably sat in or even delivered a briefing where the boss has said, "This is not what I asked for."

-- What is my role? Am I part of a team or am I flying solo? The briefer needs to understand up front exactly what his/her role is so he/she can focus the presentation accordingly.

-- Who is my audience? You can prepare a great briefing or speech but it can fail miserably if you prepared it for the wrong audience.

-- What's the setting? You would not develop a lesson around visual aids if your classroom did not have an overhead projector. The same goes for developing a briefing or speech. The size and dimension of where the presentation will take place is also critical for training aids and visual effects. For example, can you clearly read the VGTs from the back of the room?

-- What's the timing? Remember the old saying, "The more you say the less people remember." Don't design a 40-minute briefing for a 30-minute presentation.


**NOTE:** There are other points your students can bring up besides the ones listed. These are only the highlights under each point. You may want to expand on these as you see fit.

Ref: SH-3, pp SH-3-1 thru SH-3-3


**REMOVE VGT-1**

So, what are the eight steps of research?

## SHOW VGT-2, RESEARCH THE TOPIC



**RESEARCH THE TOPIC**



- Obtain all available information.
- Write detailed notes.
- Organize your notes.
- Determine the purpose of your briefing.
- Determine the role of the briefer.
- Determine the audience.
- Determine the setting.
- Determine the time constraints.

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Discuss these points:

- Obtain all available information.
- Write detailed notes.
- Organize your notes.
- Determine the purpose of the briefing.
- Determine the role of the briefer.
- Determine the audience.
- Determine the setting.
- Determine the timing constraints.

Now we have an understanding of what we need to consider in the research

Step.

QUESTION: What are some of the actions we need to take under each subarea of research?

**NOTE:** The purpose of this question is to get the students to discuss some of the actions they need to take in the research step. The following list is for use during the discussion:

- What's the requirement?
  - Talk to the XO or deputy director of the person you are to brief.
  - Go back for clarification if you are still not sure.
  - Check with your boss periodically to make sure you are still on track.
  - Don't be afraid to ask questions.
  - Check for hidden agendas; that is, the real purpose of the briefing is not the "stated" purpose.

- What's my role?
  - Again ask, get clarification if necessary.
  - What is the priority? Does it take precedence over everything else?
  - Am I the primary or back-up briefer?
  - Am I supposed to be the subject matter expert?
- Who's my audience?
  - Find out in advance; call the action officer for information.
  - What's the level of expertise of the audience? Don't assume.
  - Are read ahead packages required?
  - Talk with someone who has briefed your audience before (G2 it).
  - Is the person you are briefing a micro or macro manager? Determine the level of detail required.
- What's the setting?
  - Is it in an auditorium, conference room, or desk side?
  - Is it formal or informal?
  - What equipment does it require?
  - Learn to use the equipment ahead of time (for example, what buttons control what on the lectern).
  - Is it set up for single or dual transparency presentation?
  - Does it have forward or rear screen projection?
  - Do I have to flip my own viewgraph transparencies or control the computer program?
  - Plan ahead to give yourself on-site rehearsal time (for example, reserve the conference room in advance).
  - Can the audience read your visual aids from the back of the room?
- What's the timing?
  - How long do you have?
  - Stay within your allotted time.
  - Incorporate time for questions and answers as appropriate.
  - If needed, have someone in the audience give you periodic time checks.
  - Don't stretch out your presentation just to use up your allotted time.
  - Establish how long your presentation is by rehearsing.
  - Number your VGTs (slides) so if you have to refer back to them you, or your assistant, won't waste time looking for a particular slide.

The idea here is for the students to realize there is more to preparing a briefing than throwing some slides and text together. By now it should be dawning on you that speaking, like writing, requires a great deal of planning, which happens to be the second step of the speaking process.

## **REMOVE VGT-2**

**b. PLAN YOUR BRIEFING:** The second step for both writing and speaking is planning. Both deal with planning the introduction, the major and minor parts, and the conclusion. However, there are differences between writing and speaking. Let's begin by identifying what is unique to planning a presentation or speech. Remember

that a speech conveys a verbal message, not a written report. Therefore the speaker must perform the following:


- organize the briefing or speech in a manner which allows the listener to grasp the speaker's thoughts the first time he/she hears them.
- be direct and concise.

On the completion of planning your briefing, you will have an outline that includes your thesis statement, major and minor parts, verbal supports, illustrations, transitions, and your plan to use the briefing setting to your advantage. It is not so much what you have to say, but how you say it that determines whether we are a success or failure.


c. ***DELIVER A PRACTICE BRIEFING:*** One method you may use is to draft your speech by writing it out in detail as you would write an essay, and then recording it on tape or video. Or you may only use a tape recorder (audio or video) and practice delivering the briefing. Either approach is good. Both approaches enable the speaker to work on how he sounds.

QUESTION: What are some of the factors that influence your effectiveness as a speaker? Record student responses on the board. Then show VGT-3.

#### SHOW VGT-3, POSSIBLE RESPONSES



**POSSIBLE RESPONSES**



• Voice	• Posture
• Enunciation	• Poise
• Rate of Speech	• Movement
• Body Language	• Using Visual Aids
• Gestures	

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**NOTE:** This is not an all-inclusive list; add any techniques you feel are pertinent. You may want to spend a couple of minutes here to highlight some of the things you will be looking for during student briefings.

#### REMOVE VGT-3



**d. REVISE:** One key to developing effective presentations is rehearsing.

Listen to the audio or videotape of your briefing. Now, identify those things that you did well. These are the things that you want to keep in your presentation. Then identify things not done so well. Ask yourself, how does each one support your briefing. If it does, then look at what you need to do to make it better. If it does not support your briefing, then delete it. Do this with each element of your presentation until you have satisfied yourself that you are able to communicate your message clearly, concisely, and effectively. Then rehearse, rehearse, and rehearse until your delivery of the briefing satisfies you.

One good technique is to have someone you trust, to be candid with you, listen to your speech and provide you with feedback. Then make the decision if you need further revisions and what they will be. Make the revisions and rehearse again.

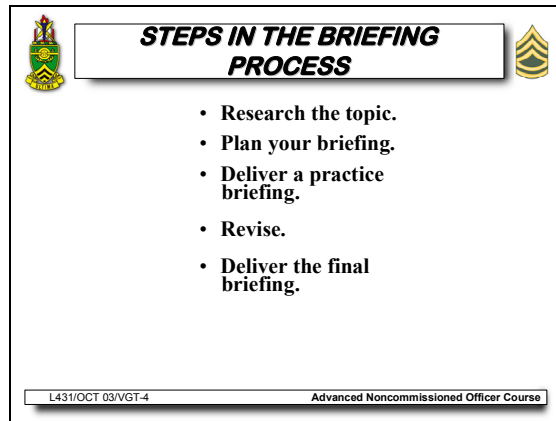
**e. DELIVER THE FINAL BRIEFING:** The final proof of any presentation is the actual delivery.

Arrive at the briefing site early. Check out the location to ensure you know the setting. If you require the use of audio-visual equipment make sure it is present and working. Place it in the position that is most effective for your briefing. Ensure the audience can easily read your VGTs from the back of the room.

**NOTE:** You will shortly discuss the evaluation form with your students and have them do a practice evaluation of a videotape presentation. It may not always be practical to have an evaluator in the audience.

Before the briefing, ask who will be in your audience to complete an evaluation form on your presentation. After completing your presentation take the time to carefully evaluate yourself using the same evaluation form. Identify what you did well and what you need to improve to be more effective. This will help you become a better speaker. Briefly, we reviewed the five steps of preparing for and conducting a briefing. They are as shown on this VGT.

## SHOW VGT-4, STEPS IN THE BRIEFING PROCESS



## REMOVE VGT-4

Now let us turn our attention to evaluating a briefing or speech.

### 2. Learning Step / Activity 2. Introduce the Evaluation Form (SH-6)

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: VGT-5 and VGT-6

Ref: SH-6 and SH-7

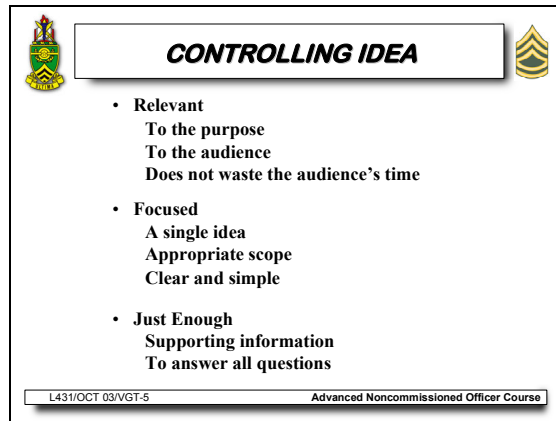
**NOTE:** Pass out the evaluation form (SH-6) and the evaluation criteria (SH-7) to the students. Introduce the form and discuss how students can use this form to evaluate their preparation for the briefing they give in the second portion of the lesson. Explain what the students must look for. Explain that they will see a videotaped decision briefing which they will evaluate.

You have just received the form we will use to evaluate briefings. The Evaluation form contains the following sections: (1) Introduction, (2) Body of the Presentation, (3) Conclusion, and (4) Overall Comments. Let's take a few minutes to discuss these four sections.

**Introduction.** The introduction to your speech should contain three elements. The first is your attention step. How will you grab your audience's attention? It may be with humor, an illustration, a problem that needs resolving, etc. You are the judge of how you choose to grab your audience's attention.

Next, you need to state your thesis (or controlling idea). What is the bottom line that you need to get across to your audience? This is your controlling idea or bottom line.

#### SHOW VGT-5, CONTROLLING IDEA



**CONTROLLING IDEA**

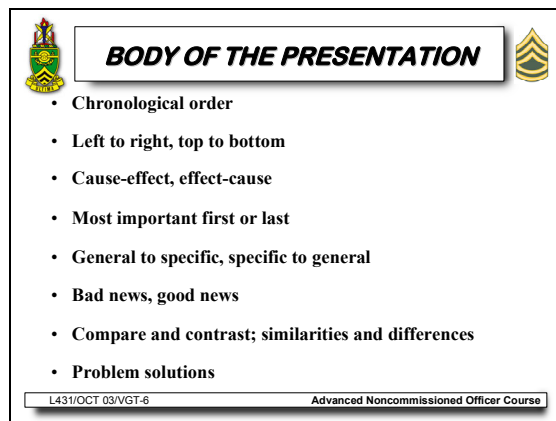
- **Relevant**  
To the purpose  
To the audience  
Does not waste the audience's time
- **Focused**  
A single idea  
Appropriate scope  
Clear and simple
- **Just Enough**  
Supporting information  
To answer all questions

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#### REMOVE VGT-5

And finally, you need to tell your audience what are your main points, or the agenda of your presentation.

#### SHOW VGT-6, BODY OF THE PRESENTATION



**BODY OF THE PRESENTATION**

- Chronological order
- Left to right, top to bottom
- Cause-effect, effect-cause
- Most important first or last
- General to specific, specific to general
- Bad news, good news
- Compare and contrast; similarities and differences
- Problem solutions

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**Body of the Presentation.** This is your meat and potatoes. Your audience should be able to clearly identify how you have organized your briefing. Your support must reinforce your major and minor parts. It should be logical, and show a clear

relationship between the ideas you develop. Transitions should smoothly tie the parts together along with helping your audience to follow your thinking.

If you employ any visual aids they should be stimulating and supportive. If your visual aids carry the complete briefing then why are you speaking. We design visual aids to reinforce and support, not stand alone. And finally, have you fulfilled the requirement given to you? If someone asked you to provide a decision briefing and you gave an information briefing instead, you did not fulfill the requirement.

**Conclusion.** Your conclusion should end with where you began. You need to review the ideas and relationships of your major points and conclude with your controlling idea. One major "NO NO" that speakers sometimes commit is to include new ideas or thoughts that come to mind while speaking but which they have not developed in the speech. What often happens is that they often drop these ideas into the conclusion. They don't belong here. If they are important, make them part of the speech, otherwise, don't bring them up.

**A note on style.** Everyone has his/her own style. Your style will effectively reinforce or detract from the content of your speech. Style includes such items as body language, voice, gestures, etc. It also includes the format for the type of briefing. For our purposes we're only going to consider format and voice.

#### **REMOVE VGT-6**

### 3. Learning Step / Activity 3. Highlight Characteristics of a Decision Briefing

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:16  
Time of Instruction: 5 mins  
Media: None

Ref: SH-2 and SH-4

**NOTE:** Discuss the characteristics of a decision briefing. Use SH-2 (Appendix E from FM 101-5) and The Decision Briefing Format (SH-4) to quickly highlight the characteristics of a decision briefing. Remind students that a decision briefing and persuasive briefing are the same thing.

4. Learning Step / Activity 4. Introduce the Evaluation of the Videotape

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 15 mins  
Media: TVT 71163

**NOTE:** Introduce the videotape TVT 711163, "Brief to Inform, Persuade or Direct – A Decision Briefing."

Write the following information on the board:

**1. INTRODUCTION**

**2. BODY**

**3. CONCLUSION**

**4. OVERALL COMMENTS**

**NOTE:** Inform the students that they are to carefully watch and listen to the briefing and capture key ideas. They will have 2-3 minutes after the briefing to complete their evaluations using SH-6. You (the instructor) will model the process of providing an oral evaluation of a briefing.

**NOTE:** You do not have time to play the entire tape. Pre-select a 3-5 minute portion to play.

**NOTE:** Play the selected portion of videotape TVT 711163, "Brief to Inform, Persuade or Direct – A Decision Briefing."

**NOTE:** After completion of the tape segment, allow students 2-3 minutes to jot down final observations before asking for feedback.

a. Lead the students in evaluating the videotaped briefing. Add your evaluation to the student comments. Conclude the evaluation by highlighting the importance of briefing content over briefing style. Allow 5 minutes. Inform the students that they will lead the evaluations during the next class session. The students should use SH-6 and follow its format for evaluations. Inform the students that you will also base your evaluation of their individual briefings on the same form.

**CHECK ON LEARNING:**

- a. Review the requirement.
- b. Review the format for a decision briefing.
- c. Inform students that in the second portion they are to evaluate each student briefing.
- d. Ask for and discuss questions students may have.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Prepare and deliver a decision briefing
<b>CONDITIONS:</b>	Given a specified time, access to student materials and necessary references, and a scenario to provide a decision briefing to a superior officer,
<b>STANDARDS:</b>	Completed all steps in preparation for a briefing to include research, plan, practice, and revise. Delivered briefing with SUPERIOR or SATISFACTORY rating.

1. Learning Step / Activity 1. Prepare a Decision Briefing

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:16  
Time of Instruction: 0 hrs  
Media: None

Ref: Appendix D, Student Handouts

**NOTE:** Inform students to study all material in Appendix D and prepare to deliver a decision briefing. They must do this work outside of class time:

- Prepare briefing outline IAW SH-2 (Appendix E from FM 101-5).
- Prepare the briefing on assigned topic.
- Rehearse and revise briefing.
- Turn in briefing outline to instructor.

2. Learning Step / Activity 2. Deliver a Decision Briefing

Method of Instruction: Test (Performance)  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:16  
Time of Instruction: 4 hrs 00 mins  
Media: None

**NOTE:** Students deliver their briefings during this portion of the lesson. Keep an eye on the time to ensure that all students get the opportunity to brief within the timeframe given. Instructors will evaluate each student using the form at SH-6. Students will give informal evaluations based on the same form.

**CHECK ON LEARNING:** The test acted as the check on learning.

#### SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>3 mins</u>
Media: <u>None</u>

#### Check on Learning

---

QUESTION: What are the five steps in the briefing process?

ANSWER: Research, plan, deliver a practice briefing, revise, and deliver the final briefing. (REF: SH-3, p SH-3-1)

QUESTION: What constitutes an effective briefing?

ANSWER: An effective Army briefing transmits a clear message in a single listening, and is generally free of errors in grammar, mechanics, and usage. (Ref: SH-3, p SH-3-14)

#### Review / Summarize Lesson

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REF: SH-2 THRU 8

Review the evaluation form (SH-6) pointing out how the form follows the steps of good briefing; reemphasize the importance of clear communications. Restate the terminal learning objective: Conduct a Decision briefing.

---

## SECTION V. STUDENT EVALUATION

### Testing Requirements

---

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During the second portion of the class each student will deliver a decision briefing to the instructor and other students. The specific assignment and an evaluation form are in Appendix D, Student Handouts. After reading and studying the student handouts, the student will complete the assignment and bring the product to class and conduct the briefing.

The time required for each briefing and student-instructor evaluation will take about 10-15 minutes.

Each student briefing must keep within the designated time (no less than 8 and no more than 10 minutes). Students who exceed the time requirement will receive an UNSAT for the briefing. The instructor must then reschedule the student for another evaluation.

Scoring (using form at SH-6 in Appendix D):

**SUPERIOR:** Student achieves fourteen or more superior ratings out of fifteen possible areas for the introduction, body, and conclusion, and has "yes" on both overall comments. Student can receive no unsatisfactory ratings.

**SATISFACTORY:** Student does not achieve a SUPERIOR rating, but achieves eleven or more satisfactory or superior ratings out of the fifteen possible areas for the introduction, body, and conclusion, and has "yes" on both overall comments.

**UNSATISFACTORY:** Student achieves five or more unsatisfactory ratings out of the fifteen possible areas for the introduction, body, and conclusion. Students who fail to present the briefing within the time requirements (8 to 10 minutes) or fail to turn in a briefing outline will receive an overall unsatisfactory rating (overall comments).

**NOTE:** Performance on this decision briefing will be used as one basis for ratings on the Demonstrated Abilities portion of the student's DA Form 1059.

At the end of this course you will take a 50-question written examination. The examination will include questions on the ELOs and TLOs from this lesson. You must correctly answer 35 questions or more to receive a passing score (70 percent). This is a graduation requirement.

### Feedback Requirements

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**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

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Terminal Learning Objective

VGT-1, STEPS IN THE BRIEFING PROCESS



## ***STEPS IN THE BRIEFING PROCESS***



- **Research the topic.**
- **Plan your briefing.**
- **Deliver a practice briefing.**
- **Revise.**
- **Deliver the final briefing.**



## ***RESEARCH THE TOPIC***



- **Obtain all available information.**
- **Write detailed notes.**
- **Organize your notes.**
- **Determine the purpose of your briefing.**
- **Determine the role of the briefer.**
- **Determine the audience.**
- **Determine the setting.**
- **Determine the time constraints.**



## ***POSSIBLE RESPONSES***



- **Voice**
- **Enunciation**
- **Rate of Speech**
- **Body Language**
- **Gestures**
- **Posture**
- **Poise**
- **Movement**
- **Using Visual Aids**



## ***STEPS IN THE BRIEFING PROCESS***



- **Research the topic.**
- **Plan your briefing.**
- **Deliver a practice briefing.**
- **Revise.**
- **Deliver the final briefing.**



## ***CONTROLLING IDEA***



- **Relevant**
  - To the purpose**
  - To the audience**
  - Does not waste the audience's time**
- **Focused**
  - A single idea**
  - Appropriate scope**
  - Clear and simple**
- **Just Enough**
  - Supporting information**
  - To answer all questions**



## ***BODY OF THE PRESENTATION***



- **Chronological order**
- **Left to right, top to bottom**
- **Cause-effect, effect-cause**
- **Most important first or last**
- **General to specific, specific to general**
- **Bad news, good news**
- **Compare and contrast; similarities and differences**
- **Problem solutions**

**Appendix B Test(s) and Test Solution(s) (N/A)**

## **Appendix C Practical Exercises and Solutions (N/A)**



## Appendix D

### Index of Student Handouts

---

**This Appendix  
Contains**

This Appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1
SH-2, Extract from FM 101-5, Military Briefings (Appendix E)	SH-2-1
SH-3, Preparing a Persuasive Briefing, Extract from TSP 158-G-0030, CGSC, 20 Jun 1998	SH-3-1
SH-4, The Persuasive Briefing Format, Extract from TSP 158-G-0030, CGSC, 20 Jun 1998	SH-4-1
SH-5, Briefing Points to Remember, Extract from TSP 158-G-0030, CGSC, 20 Jun 1998	SH-5-1
SH-6, The Evaluation Form	SH-6-1 and SH-6-2
SH-7, Evaluation Criteria	SH-7-1 and SH-7-2
SH-8, Conduct a Decision Briefing (Tips for Speaking Effectively), Extract from TSP 158-G-0030, CGSC, 20 Jun 1998	SH-8-1

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# Student Handout 1

## Advance Sheet for L431, Preparing a Decision Briefing

### Overview

Given a task to provide a decision briefing to a superior officer, every leader must be able to communicate clearly and effectively. You will receive materials to research the assigned topic and a scheduled time to present the briefing. You will use student handouts, writing materials, a standard collegiate dictionary, delivery aids (charts, viewgraphs, handouts, or slide projectors) appropriate for the task and purpose, and briefing notes.

### TLO

Terminal Learning Objective (TLO)

<b>Action:</b>	Conduct a Decision Briefing
<b>Conditions:</b>	Given a task to provide a decision briefing to a superior officer in a classroom setting, a scheduled time to present the briefing, materials to research the assigned topic, student handout, writing materials, a standard collegiate dictionary, materials for delivery aids (charts, viewgraphs, handouts, or slide projectors) appropriate for the task and purpose, briefing text or notes, and the requirement to wear appropriate military dress.
<b>Standards:</b>	Planned, prepared, and delivered a briefing that conveyed his/her bottom line IAW the standards set forth in FM 101-5, App. E (SH-2) and SH-7. Received a score of SUPERIOR or SATISFACTORY on the evaluation of preparation and delivery of the briefing.

### ELOs

- A Critique a decision briefing.
- B Prepare and deliver a decision briefing.

### Student Assignments

- Read and study student handouts 2 through 8.
- Participate in class discussions and activities.
- Prepare and deliver a decision briefing.

### Additional Subject Area Resources

None

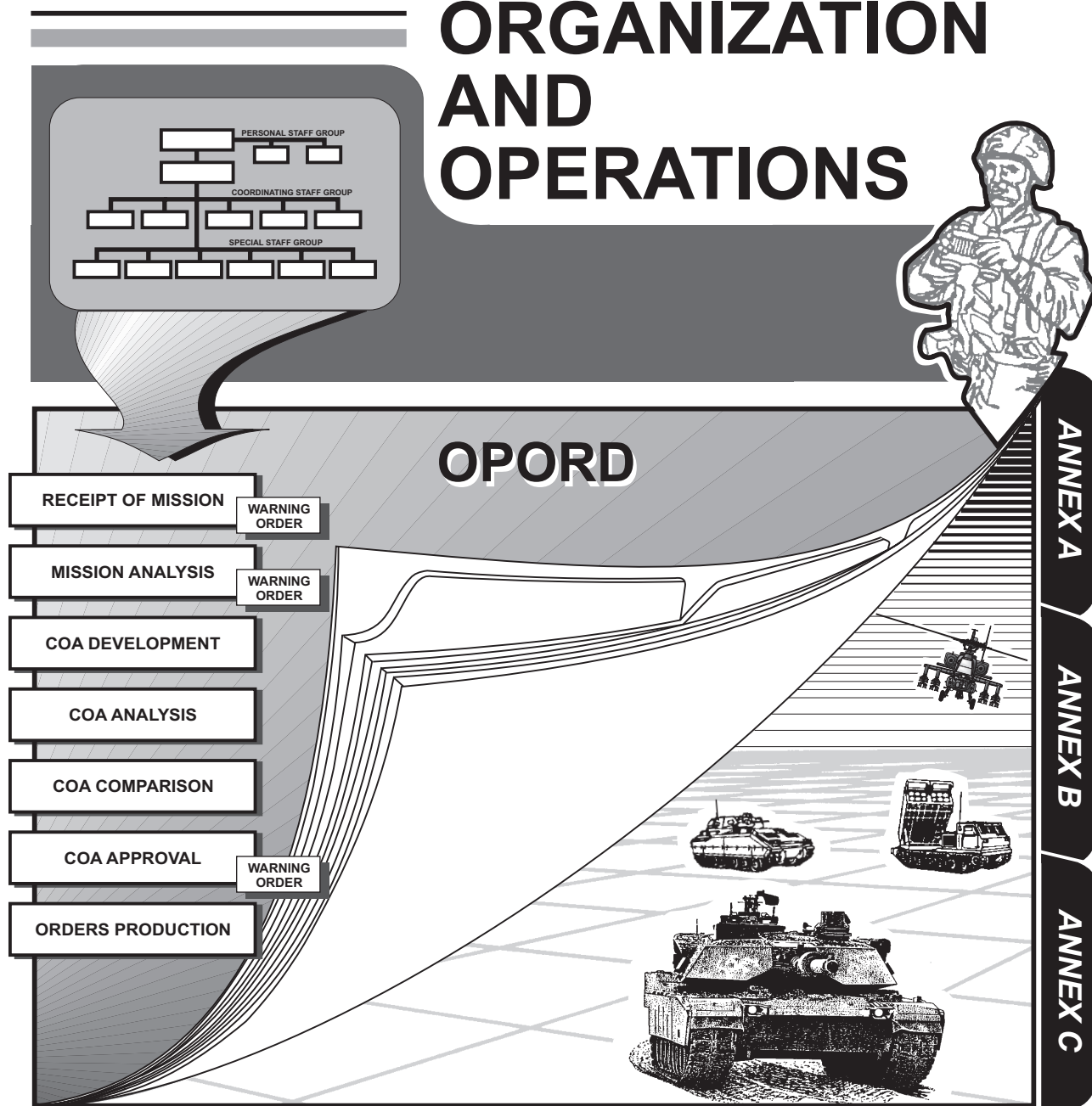
### Bring to Class

- Student handouts, delivery aids (charts, viewgraphs, handouts, floppy disks, etc.) appropriate for the task and purpose of the briefing, briefing notes, standard collegiate dictionary, and grammar text.
- Pen or pencil.
- Writing paper.

## **Student Handout 2**

**Extract from FM 101-5, Staff Organization and Operations: Military Briefings (Appendix E) - Cover Sheet and Pages E-1 thru E-7**

# STAFF ORGANIZATION AND OPERATIONS



Headquarters, Department of the Army

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## Appendix E

# MILITARY BRIEFINGS

Briefings are a means of presenting information to commanders, staffs, or other designated audiences. The techniques employed are determined by the purpose of the briefing, the desired response, and the role of the briefer. This appendix describes the types of military briefings and gives briefing formats for each type.

### TYPES OF BRIEFINGS

There are four types of military briefings:

- Information.
- Decision.
- Mission.
- Staff.

#### Information

The information briefing is intended to inform the listener and to gain his understanding. The briefing does not include conclusions and recommendations, nor require decisions. The briefing deals primarily with facts. The briefer states that the purpose of the briefing is to provide information and that no decision is required. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information. Examples of an information briefing are information of high priority requiring immediate attention; information of a complex nature, such as complicated plans, systems, statistics, or charts, requiring detailed explanation; and controversial information requiring elaboration and explanation.

#### Decision

The decision briefing is intended to obtain an answer or a decision. It is the presentation of a staff officer's recommended solution resulting from analysis or study of a problem or problem area. Decision briefings vary as to formality and detail depending on the level of command and the decision maker's knowledge of the subject (the problem or problem area). In situations where the person receiving the briefing has prior knowledge of the problem and some information relating to it, the briefing normally is limited to a statement of the problem, essential background information, and a recommended solution.

However, the briefer must be prepared to present his assumptions, facts, alternative solutions, reason for choosing the recommended solution, and the coordination involved. If the person who is being briefed is unfamiliar with the problem and the facts surrounding it, then a more detailed briefing is necessary. In this case, the briefing should include any assumptions used in analyzing the problem, facts bearing on the problem, a discussion of the alternatives, the conclusions, and the coordination involved. The staff study format in Appendix D provides a logical sequence for presenting a detailed decision briefing.

At the outset of the briefing, the briefer must state that he is seeking a decision. At the conclusion of the briefing, if the briefer does not receive a decision, he asks for it. The briefer should be certain that he understands the decision thoroughly. If he is uncertain, he asks for clarification. In this regard, a precisely worded recommendation that may be used as a decision statement, once approved by the commander, assists in eliminating possible ambiguities. Following the briefing, if the chief of staff (executive officer) is not present, the briefer informs the SGS or other appropriate officer of the commander's decision.

#### Mission

The mission briefing is used under operational conditions to provide information, to give specific instructions, or to instill an appreciation of a mission. It is usually presented by a single briefing officer, who may be the commander, an assistant, a staff officer, or a special representative. This depends on the nature of the mission or the level of the headquarters. In an operational situation or when the mission is of a critical nature, it may become necessary to provide individuals or smaller units with more data than plans and orders provide. This may be done by means of the mission briefing. The mission briefing reinforces orders, provides more detailed requirements and instructions for each individual, and explains the significance of each individual role.

#### Staff

The staff briefing is intended to secure a coordinated or unified effort. This may involve the exchange of information, the announcement of decisions within a command, the issuance of directives,

or the presentation of guidance. The staff briefing may include characteristics of the information briefing, the decision briefing, and the mission briefing. Attendance at staff briefings varies with the size of the headquarters, the type of operation being conducted, and the personal desires of the commander. Generally, the commander, deputies or assistants, chief of staff (executive officer), and coordinating and special staff officers attend. Representatives from major subordinate commands may be present. The chief of staff (executive officer) usually presides over the staff briefing. He calls on staff representatives to present matters that interest those present or that require coordinated staff action. Each staff officer is prepared to brief on his area of responsibility. In garrison, staff briefings are often held on a regularly scheduled basis. In combat, staff briefings are held when required by the situation. The presentation of staff estimates culminating in a commander's decision to adopt a specific course of action is a form of staff briefing. In this type of briefing, staff officers involved follow the general pattern prescribed for the staff estimate being presented.

## BRIEFING STEPS

A briefing assignment has four steps:

**1. Analyze the situation.** This includes analyzing the audience and the occasion by determining—

- Who is to be briefed and why?
- How much knowledge of the subject does the audience have?
- What is expected of the briefer?

Before briefing an individual the first time, the briefer should inquire as to the particular official's desires. The briefer must understand the purpose of the briefing. Is he to present facts or to make a recommendation? The purpose determines the nature of the briefing. The time allocated for a briefing will dictate the style, physical facilities, and the preparatory effort needed. The availability of physical facilities, visual aids, and draftsmen is a consideration. The briefer prepares a detailed presentation plan and coordinates with his assistants, if used. The preparatory effort is carefully scheduled. Each briefer should formulate a "briefing outline" (next page). The briefer initially estimates the deadlines for each task. He schedules facilities for practice and requests critiques.

**2. Construct the briefing.** The construction of the briefing will vary with its type and purpose. The analysis provides the basis for this determination. The following are the major steps in preparing a briefing:

- Collect material.
- Know the subject thoroughly.
- Isolate the key points.
- Arrange the key points in logical order.
- Provide supporting data to substantiate validity of key points.
- Select visual aids.
- Establish the wording.
- Rehearse before a knowledgeable person who can critique the briefing.

**3. Deliver the briefing.** A successful briefing depends on how it is presented. A confident, relaxed, forceful delivery, clearly enunciated and obviously based on full knowledge of the subject, helps convince the audience. The briefer maintains a relaxed, but military bearing. He uses natural gestures and movement, but he avoids distracting mannerisms. The briefer's delivery is characterized by conciseness, objectivity, and accuracy. He must be aware of the following:

- The basic purpose is to present the subject as directed and to ensure that it is understood by the audience.
- Brevity precludes a lengthy introduction or summary.
- Logic must be used in arriving at conclusions and recommendations.
- Interruptions and questions may occur at any point. If and when these interruptions occur, the briefer answers each question before proceeding or indicates that the questions will be answered later in the briefing. At the same time, he does not permit questions to distract him from his planned briefing. If the question will be answered later in the briefing, the briefer should make specific reference to the earlier question when he introduces the material. The briefer must be prepared to support any part of his briefing. The briefer anticipates possible questions and is prepared to answer them.

**4. Follow-up.** When the briefing is over, the briefer prepares a memorandum for record (MFR). This MFR should record the subject, date, time, and place of the

briefing and ranks, names, and positions of those present. The briefing's substance is concisely recorded. Recommendations and their approval, disapproval, or approval with modification are recorded as well as any instruction or directed action. This includes who is to take action. When a decision is involved and doubt exists about the decision maker's intent, the briefer

submits a draft of the MFR to him for correction before preparing it in final form. The MFR is distributed to staff sections or agencies that must act on the decisions or instructions contained in it or whose operations or plans may be influenced.

## **BRIEFING OUTLINE**

### **1. Analysis of the Situation**

#### **a. Audience.**

- (1) How many are there?
- (2) Nature.
  - (a) Who composes the audience? Single or multiservice? Civilians? Foreign nationals?
  - (b) Who are the ranking members?
  - (c) What are their official positions?
  - (d) Where are they assigned?
  - (e) How much professional knowledge of the subject do they have?
  - (f) Are they generalists or specialists?
  - (g) What are their interests?
  - (h) What are their personal preferences?
  - (i) What is the anticipated reaction?

#### **b. Purpose and type.**

- (1) Information briefing (to inform)?
- (2) Decision briefing (to obtain decision)?
- (3) Mission briefing (to review important details)?
- (4) Staff briefing (to exchange information)?

#### **c. Subject.**

- (1) What is the specific subject?
- (2) What is the desired coverage?
- (3) How much time will be allocated?

#### **d. Physical facilities.**

- (1) Where will the briefing be presented?
- (2) What arrangements will be required?
- (3) What are the visual aid facilities?
- (4) What are the deficiencies?
- (5) What actions are needed to overcome deficiencies?

**2. Schedule of Preparatory Effort**

- a. Complete analysis of the situation.
- b. Prepare preliminary outline.
- c. Determine requirements for training aids, assistants, and recorders.
- d. Edit or redraft.
- e. Schedule rehearsals (facilities, critiques).
- f. Arrange for final review by responsible authority.

**3. Constructing the Briefing**

- a. Collect material.
  - (1) Research.
  - (2) Become familiar with subject.
  - (3) Collect authoritative opinions and facts.
- b. Prepare first draft.
  - (1) State problem (if necessary).
  - (2) Isolate key points (facts).
  - (3) Identify courses of action.
  - (4) Analyze and compare courses of action. State advantages and disadvantages.
  - (5) Determine conclusions and recommendations.
  - (6) Prepare draft outline.
  - (7) Include visual aids.
  - (8) Fill in appropriate material.
  - (9) Review with appropriate authority.
- c. Revise first draft and edit.
  - (1) Make sure that facts are important and necessary.
  - (2) Include all necessary facts.
  - (3) Include answers to anticipated questions.
  - (4) Polish material.
- d. Plan use of visual aids.
  - (1) Check for simplicity—readability.
  - (2) Develop method for use.
- e. Practice.
  - (1) Rehearse (with assistants and visual aids).
  - (2) Polish.
  - (3) Isolate key points.



- (4) Commit outline to memory.
- (5) Develop transitions.
- (6) Use definitive words.

#### 4. **Follow-Up**

- a. Ensure understanding.
- b. Record decision.
- c. Inform proper authorities.

### **Format for an Information Briefing**

#### 1. **Introduction.**

##### **Greeting.**

Address the person(s) being briefed. Identify yourself and your organization.

“Good morning, General Smith. I’m Captain Jones, the S3 of the 1st Bn 28th Artillery.

##### **Type and Classification of Briefing.**

“This is a SECRET information briefing.”

“This is an UNCLASSIFIED decision briefing.”

##### **Purpose and Scope.**

Give the big picture first.

Explain the purpose and scope of your briefing.

“The purpose of this briefing is to bring you up to date on our battalion’s General Defense Plan.”

“I will cover the battalion’s action during the first 72 hours of a general alert.”

##### **Outline or Procedure.**

Briefly summarize the key points and your general approach.

Explain any special procedures (demonstrations, displays, or tours). “During my briefing, I’ll discuss the six phases of our plan. I’ll refer to maps of our sector, and then my assistant will bring out a sand table to show you the expected flow of battle.”

#### 2. **Body.**

Arrange the main ideas in a logical sequence.

Use visual aids correctly to emphasize your main ideas.

Plan effective transitions from one main point to the next.

Be prepared to answer questions at any time.

#### 3. **Closing.**

Ask for questions.

Briefly recap your main ideas and make a concluding statement.

Announce the next speaker.

## Format for a Decision Briefing

1. **Introduction.**

Military greeting.

Statement of the type, classification, and purpose of the briefing.

A brief statement of the problem to be resolved.

The recommendation.

2. **Body.**

Key facts bearing upon the problem.

Pertinent facts that might influence the decision.

An objective presentation of both positive and negative facts.

Necessary assumptions made to bridge any gaps in factual data.

**Courses of Action.**

A discussion of the various options that can solve the problem.

**Analysis.**

The criteria by which you will evaluate how to solve the problem (screening and evaluation).

A discussion of each course of action's relative advantages and disadvantages.

**Comparison.**

Show how the courses of action rate against the evaluation criteria.

3. **Conclusion.**

Describe why the selected solution is best.

4. **Questions.**

5. **Restatement of the Recommendation** so that it only needs approval/disapproval.

6. **Request a decision.**

## The Mission Briefing

1. **General.** The mission briefing is an information briefing presented under tactical or operational conditions, usually given by a single briefing officer.

2. **The Purposes of a Mission Brief.**

Give specific instructions.

The mission briefing serves to—

- Issue or elaborate on an operation order, warning order, and so forth.
- Instill a general appreciation of a mission.
- Review the key points of a forthcoming military operation.
- Ensure participants know the mission's objective, problems they may confront, and ways to overcome them.

### 3. **Format.**

While the mission briefing has no set format, a convenient format is the five-paragraph operation order:

1. Situation.
2. Mission.
3. Execution.
4. Service support.
5. Command and signal.

## **The Staff Briefing**

1. **General.** The staff briefing is a form of information briefing given by a staff officer. Often it's one of a series of briefings by staff officers.
2. **Purposes of a Staff Briefing.** The staff briefing serves to—
  - Keep the commander and staff abreast of the current situation.
  - Coordinate efforts through rapid oral presentation of key data.
3. **Possible Attendees:**
  - The commander, his deputy, and chief of staff.
  - Senior representatives of his primary and special staff; commanders of his subordinate units.
4. **Common Procedures:**
  - The person who convenes the staff briefing sets the agenda.
  - The chief of staff or executive officer normally presides.
  - Each staff representative presents information on his particular area.
  - The commander usually concludes the briefing but may take an active part throughout the presentation.

## Student Handout 3

### Extracted Material from TSP 158-G-0030

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**This Student  
Handout  
Contains**

This student handout contains 18 pages of extracted material from the following publication:

TSP 158-G-0030, Brief to Inform, Persuade, or Direct, CGSC, 20 Jun 1998.  
Appendix B1, Preparing a Persuasive Briefing, pages B-2 thru B-19

Disclaimer: The training developer downloaded the text in this student handout from the Reimer Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not conform to the Army Writing Style Program.

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## APPENDIX B1 STUDENT HANDOUT

### PREPARING A PERSUASIVE BRIEFING

The Army is effective only if information and direction are clearly communicated. In carrying out your military duties, you will frequently brief for many purposes. This student handout will show you how to develop and deliver a briefing. Some of the following information will be similar to the student handout for “Write in the Army Style” but is essential in developing a briefing. However, when properly managed, oral communications have an edge over writing. Why? Oral communications are more flexible, give you immediate feedback, and, most importantly, get quick results. A staffing document may take months to get back to your desk. A briefing gets instant results.

A good persuasive briefing, like good persuasive writing, requires that the briefer research the topic; plan how to deliver the briefing; deliver a practice briefing; revise; and deliver the final product. We shall consider these five steps to show you how to develop effective presentations.

#### STEPS IN THE BRIEFING PROCESS

1. RESEARCH THE TOPIC
2. PLAN YOUR BRIEFING
3. DELIVER A PRACTICE BRIEFING
4. REVISE
5. DELIVER THE FINAL BRIEFING

1. STEP 1: RESEARCH THE TOPIC. Research requires that you analyze your purpose, role, and audience. Ask yourself, “What’s my purpose?” Your purpose refers to the “what” question: “What do you want to accomplish in this briefing?” Do you want to inform, persuade, or direct? How you answer this question will provide insight into the three general purposes for any briefing.

#### PURPOSE

##### ***To Inform***

“My purpose is to tell you about our unit’s Standard Operating Procedures (SOP).”

##### ***To Persuade***

“My purpose is to gain a decision from the person by making a recommendation.”

#### AUDIENCE REACTION

Make the audience aware, knowledgeable, or better informed.

An audience who had been unaware of the SOPs will be informed as a result of the briefing.

Make the audience accept a recommendation, act on a recommendation, or arrive at a decision. A decision making audience will receive the facts from the briefing and will be able to make an informed decision by affirming a recommendation.

The general purpose for your briefing will normally fall under one of the above categories. The purpose will provide you with a tentative focus for a controlling idea. However, further research will help you tighten the focus of your controlling idea.

After you have determined the purpose, you continue your research by gathering and recording information about the subject.

#### **RESEARCH THE TOPIC**

1. OBTAIN ALL AVAILABLE INFORMATION
2. WRITE DETAILED NOTES
3. ORGANIZE YOUR NOTES
4. DETERMINE THE PURPOSE OF YOUR BRIEFING
5. DETERMINE THE ROLE OF THE BRIEFER
6. DETERMINE THE AUDIENCE
7. DETERMINE THE SETTING
8. DETERMINE THE TIMING CONSTRAINTS

a. *Obtain what is known about the subject.* Collect everything you know about the subject. Use both the public and unit libraries in your research. Record the information and coordinate your research with subject matter experts.

b. *Write detailed notes.* Ensure that your notes provide sufficient detail to clarify and answer the questions the briefing must address.

c. *Preliminary Organization of the information on the subject.* Look over the information you have collected. Organize the information into major subject groups.

d. *Determine the purpose of your briefing.* See comments above.

e. *Determine the role of the briefer.* The boss may be asking you to prepare a persuasive briefing that he or she will deliver. On the other hand you may be on a briefing team, preparing or delivering only part of the presentation, or you may be coaching subordinates who will do the briefing. You may prepare and partly rehearse a presentation that someone else delivers. Your boss may have you prepare a briefing, but ask you to attend only as a subject matter expert available to answer questions, or perhaps just to help with audio-visuals. So, when the boss asks you to prepare a briefing, ask very early in your research, "What's my role?" The answer will restrict and focus your preparations.

f. *Determine the audience.* Before briefing a superior, ask one of his/her close subordinates about the boss' major concerns and policies. Ask about minor preferences of procedure and style--whether and how to use viewgraphs, slides, "read-aheads," and formality.

Considering human behavior helps you anticipate audience reaction. Such reactions concern writers as well, but they concern a speaker even more. Sometimes your audience are from varied backgrounds. Consider their perspectives, and make sure you have included their concerns. This is particularly important when the decision maker has advisors to whom he/she will turn before making a decision or accepting information or recommendations. The briefer should also consider audience demographics -- age, experience, past assignments, education level. But demographics alone will not provide the fullest analysis of the audience. We also need to consider what writers call audience “psychographics:” values, opinions, attitudes, beliefs, perceptions, and prejudices. Good staff work will make you confident about the audience reaction before you begin to speak.

g. *Determine the setting.* Location and room arrangement vary widely. When necessary, make a reconnaissance of the facilities to determine how to do the briefing. Is the intended setting a small room, a large auditorium, or something in between? Find out whether you will need and can get equipment such as microphones, lectern, projection equipment, and extension cords. Will the audience sit theater style, classroom style, or around a conference table? Who needs reserved seating? You will want to rehearse at least once in the actual setting with the equipment you will be using. On site practice helps overcome jitters and unexpected problems with the stage, equipment, and audio-visuals.

h. *Determine the timing constraints.* When must you brief? Are there any conflicting events? Are there any suspense’s on reserving the room, the equipment, or the materials? Is there any need or interest in videotaping the briefing? Are there any special guests? Will there be a review or follow-up after the event? Will an open question and answer period occur following the briefing? These are some considerations you must take into account when determining the amount of time necessary.

2. STEP 2: PLAN THE BRIEFING. The next step in the process of developing an effective briefing is your plan. This step determines whether you have developed an effective organization for the briefing.

#### **PLAN THE BRIEFING**

1. REFINE YOUR CONTROLLING IDEA
2. PLAN YOUR MAJOR PARTS
3. SORT YOUR MAJOR PARTS
4. PLAN YOUR MINOR PARTS
5. WRITE A DRAFT INTRODUCTION
6. WRITE A DRAFT CONCLUSION

a. *Revise Your Controlling Idea.*

(1) A classical organizational pattern has existed since the days of Aristotle. He noted that we prefer our ideas in threes, or at least in three parts. In writing or speaking, the three parts are the introduction, main body, and the conclusion. These three parts are usually present in most presentations. Your briefing should always have three parts. While some might consider a conclusion redundant in a short briefing, not bringing the audience back to the controlling idea in a presentation of any length may result in the audience losing the idea. And that means that you won't communicate the message.

(2) The product that results from the planning phase is the outline. The data you identified and developed during the research phase provides you with the elements of a beginning outline. This provides an organization of known information into major groups, and organizes some of the major groups internally. But they don't establish the controlling idea. We need that before we can do anything else. A controlling idea will help us with a final arrangement of the major groups. A controlling idea will also enable us to judge whether we've done enough research. All our efforts thus far have been leading to this step; and formulating our controlling idea will drive the other steps.

(3) Outlining is like designing a pyramid from the top down. We begin by forming the proper capstone--the controlling idea--and then shape everything else to support it. Outlining is not fun. It takes time. This is probably why many individuals don't do it. But they'll discover, sooner or later, that outlining helps and that it can actually be a time saver. The outline offers an efficient way to get things done right the first time. Here's a quick summary of how to proceed.

(4) Refine your controlling idea. Write a simple declarative sentence that captures the common thread, the meaning, and the intent of your research. The sentence should contain a topic and your attitude about that topic. Be sure the attitude is consistent with the information you've gathered, and that it suits your purpose and audience. What you have now is a trial controlling idea.

(a) If information briefings were simply collections of facts, it would be easy. You could throw all the facts into a cardboard box, go into the boss's office, dump all the facts on the desk, and walk out. But we know that won't work. The information has to serve a purpose.

(b) To be useful, the information--and the controlling idea--will need some structure. As you refine your controlling idea, just don't repeat the obvious. Here's a sample purpose statement: "To inform the brigade commander about our maintenance problems."

(c) The purpose statement, "To inform the brigade commander about our maintenance problems" might do for a tentative controlling idea, but it's weak. Inform the commander ABOUT the maintenance problems? WHAT about them? The boss needs something more than just a collection or recital of the facts. He needs to know what's important. He needs a topic and an attitude. He needs a focused controlling idea. An example could be:



“The battalion's lack of experienced maintenance personnel is largely responsible for the high deadline rate.” Test this controlling idea by referring to the briefing assessment checklist and evaluation criteria located at the end of this student handout. Look directly for relevance, focus, and support in the controlling idea and indirectly look at the information it comprises. Ask yourself:

Is the controlling idea relevant to the purpose and audience? In short, does it waste the audience's time?

Is the controlling idea focused to the scope of the briefing--not too long (won't be read) or too short (won't get the job done)?

Is there enough information/evidence to support the controlling idea? Are relevant views and questions accounted for?

(d) Your first trial controlling idea may fail one or more of these questions, but think critically about why it failed. Before long, this reshaping process will begin to yield diminishing returns, and you'll feel comfortable with the fit of your controlling idea. Or you may discover a number of competing controlling ideas, which may indicate that you need more research. But that's a good thing to know. Whatever trial controlling idea you pick at this stage, you have the opportunity to improve it. Let's refer back to our example:

--After talking to the boss about the brigade S4's information, we still see four major groups of information: maintenance personnel, repair parts, driver's maintenance, and time management. But the fourth is much clearer now, giving us a way to interpret the other three. In effect, the "maintenance personnel" group became the source for our trial controlling idea.

--With a little checking, we are able to determine the brigade commander's objective: “He wants to know whether the serious shortage of maintenance NCOs is the cause of maintenance problems in our battalion.” So it won't help the brigade commander much if we address the repair parts flow or driver maintenance issues unless we can relate them back to the experience and training of maintenance personnel.

--Perhaps it would be helpful to begin research focused on "maintenance personnel experience and training." In our research we find that the evidence points to inexperienced maintenance personnel as the major cause of the high deadline rate. Specifically, we are asking the young motor sergeants in the battalions to function in positions of responsibility well above their present skill level. In fact most of the deadline problems, to include the failure to pick up parts for the five tons, are the result of the motor sergeants' inexperience and lack of training. Modifying our trial controlling idea we develop the following: "The battalion's maintenance problems are largely the result of inexperienced motor sergeants."

b. *Formulate your major parts.* Given a reasonably focused controlling idea, it's time to work on the information we have gathered. Divide the information into precise groups focus on each group, one at a time, in whatever order you deem fitting. For each group, write a simple

declarative statement consistent with the information in that group and supporting the trial controlling idea. You're developing "subordinate controlling ideas" for each major part. Again, you should produce statements with a topic and an attitude. Keep your controlling idea in view. Let it guide your formulation.

(1) Test and modify each trial subordinate controlling idea until it accurately represents the information contained in the group. Check each statement for efficiency and focus. If you find two or more ideas in one statement, break it into two statements. Let's refer back to our example.

(a) Let's say we identified four groups, with the first group (maintenance personnel) containing the controlling idea. That leaves us with three other groups to choose from in forming our supporting major parts.

(b) The second group is repair parts. The facts show significant and persistent shortages of repair parts for all vehicles. However, the facts also show that the parts are in the system. The lack of on-hand repair parts are the direct result of inexperienced motor sergeants and Prescribed Load List (PLL) clerks not knowing the necessary supply procedures to order, stock, and pick up parts. Use this information to create a simple, declarative sentence that supports the paper's controlling idea and represents the information contained in this major part: "Repair parts are a problem, but the problem is due to the maintenance personnel's lack of training in ordering and picking up parts." This statement is a bit complicated and may create confusion on the part of the reader. Let's refine the statement: "Maintenance personnel's lack of training creates repair parts shortages for all vehicles." When you're reasonably satisfied and don't see a better alternative, go to the next major part.

(c) We labeled the third group "driver's maintenance." All records indicate that the daily driver's maintenance is good. The drivers and their supervisors know how to perform Preventive Maintenance Checks and Services (PMCS). But the drivers' lubrication services, which the motor sergeants and mechanics supervise, are poor and the records are incomplete. The records also show that drivers are reporting deadlined vehicles and are submitting requests for parts. Yet the requests often get lost or misplaced in the company motor shops. In this case the subordinate controlling idea for our major part might be: "Lack of training and experience among maintenance personnel limits the drivers' ability to perform effective maintenance."

(d) Time management is our fourth group. Again, the facts point towards the maintenance personnel's lack of training and experience. In formulating a subordinate controlling idea for this major part, we must tie the pitfalls of poor time management to the lack of training and experience.

(2) Eventually you will have a sentence for the controlling idea and a sentence for each of the major part's subordinate controlling ideas. Write them down on a sheet of paper with the controlling idea at the top and the subordinate controlling ideas underneath. Now we're ready for the next planning step.

c. *Sort your major parts.* List the supporting ideas in different sequences to discover what's most effective. Sometimes the topic or situation will suggest a sequence that the audience will be most receptive to or expects from you. You need to understand that you have choices in the presentation of your material. *Remember, we don't just dump the facts out on the boss's desk. Rhetoric is the study of the most effective means for presenting information.* Here are a few possibilities:

**Chronological order:** describing events by time as they occur.

**Spatial arrangement:** top to bottom, left to right.

**Cause and effect:** demonstrating results or origins.

**By importance:** open with strength or finish with a climax.

**General to specific; specific to general.**

**Bad news first, then good; or good news first, then concession.**

**Compare and contrast; similarities and differences.**

**Problem and solution.**

You may find that you don't have a choice about the sequence. Many posts, units, and organizations specify standard sequencing for staff presentations and documents. Your audience, as always, should dictate your rhetorical choice. When you have finished sequencing your major parts, check for consistency between --

Controlling idea and purpose.

Controlling idea and audience.

Controlling idea and major parts.

d. *Plan your minor parts.* You've established a controlling idea and sequenced the major parts. A good portion of the work is done. What major work remains is to formulate and sort the minor parts as a base of support for your major parts. Each major part serves as a controlling idea for the supporting minor parts beneath it. How much of a foundation do you need to develop? That depends on the audience. Somewhere along the pathway from controlling idea to major part to minor part, you must reach a credibility point at which your audience will consider your ideas as evidence, not just opinion or feelings. Evidence is what the audience believes without the need for further analysis or support. Facts for one audience may be looked on as opinions by another; but the combination of evidence and analysis is unbeatable. Analysis should end only when the audience accepts your information as evidence in support of your controlling idea. When you've exhausted your information but still feel the need for more evidence, do more research. If you still can't find it, reevaluate your controlling idea. But be

careful. Whenever you modify, move, or delete a part, retest the whole to ensure it still holds together.

e. *Write a draft introduction.* You have the essential ingredients for an introduction: an attention getting step, a plan for setting the stage, a controlling idea, and the major parts. Now organize these ingredients in an outline. If they still look tentative, that's fine. Remember that you can revise right up until your suspense makes the last draft your final draft.

(1) You may still be unsure how to state the controlling idea in its most accurate and efficient form. Don't worry, you don't need to finalize the controlling idea later in the process. Even at this stage you're still refining.

(2) Don't be preoccupied with polishing the outline. It's for you, not the audience. But if you can fill it out with sentences, your complete thoughts will be down on paper, and you'll reap the rewards during the drafting stage.

f. *Write a draft conclusion.* A reader can look back in the document to find the controlling idea but an audience has to rely upon their memory. So, reiterating the controlling idea and the major parts in the conclusion will leave this information fresh in the audience's mind.

g. Let's summarize the six steps of organizing a briefing:

1. Produce the controlling idea.
2. Formulate the major parts.
3. Sort the major parts.
4. Formulate and sort the minor parts.
5. Draft the introduction.
6. Draft the conclusion.

The outline contains the "natural" components of organization -- introduction, main body, and conclusion -- generally used by all writers and speakers. We don't expect you to follow a rigid outline technique or structure. Some people use topics in their outline; some people use complete sentences. Remember, the outline is for your use; it must be user friendly.

With the completion of the planning phase you should have clearly laid out how you will present your briefing.

h. *Drafting from outline.*

(1) Prepare a draft briefing either by using a tape recorder or by quickly writing out your briefing. Follow your outline to ensure you capture the important points of your

briefing. Don't worry about the PERFECT word or sentence, but concentrate on capturing the ideas. When you play back the recorder or read over the draft you can correct word choice and sentence structure.

(2) Draft to the outline. As ideas develop and words begin to flow into the recorder or onto the paper, it becomes easy to lose sight of the direction or the details and connections that we need to make. Use the outline to keep you on course. Be flexible. A previously overlooked yet relevant idea may challenge your plan. Don't be so rigid as to disregard it because it's not part of your outline, but don't abandon your outline either. Refer to the outline and accommodate the omission. Flying blind in your draft won't get you anywhere fast. If your draft seems to consistently be going in another direction, stop drafting and return to the outline. Spend some more time getting the outline right. At this point in the process, you should have a draft. It may not be perfect, but present your draft to a trial audience. This should determine if you are on target.

i. *Develop your verbal supports.* Listeners like readers, want concrete examples. They want believable assertions and assumptions. Then, they want specific cases presented in clear, memorable language. In addition to hearing you, they want to see what you mean, have a feel for your point of view, agree with your good taste, and believe you with their five senses. Therefore, use active voice verbs, precise nouns, vivid adjectives and adverbs, and just enough well-chosen illustrations to help them understand and remember

(1) Definitions: Use these when you expect the audience to ask, "What do you mean by that?" You would rather have control of the briefing rather than deal with interruptions, so why not anticipate?

(2) Examples: Examples are critical to credibility. When explained and believed, they are the foundation of evidence. Examples and illustrations are verbal pictures that hold an audience's interest. They may be factual or imaginary, but the factual are always better. Some examples involve comparison or contrast--bridges between the known and unknown. Showing a new idea's similarity to something already familiar often clarifies the new idea. Our comparisons, factual or imaginary, often occur as analogies. For example, you might explain radar by comparing its action to the reflection of a light beam or the manner in which a flying bat "sees" in the darkness.

(3) Quotations: Cite other's words to add variety and authority to your own. Quotations of respected persons are often most effective to open or to close speeches, but you can find suitable occasions almost anywhere. Supporting quotations ought to come from sources the audience will recognize and accept.

(4) Statistics: Numbers frequently define or verify observations. Used wisely, they can save an otherwise vague or unpopular but valid idea. Used unwisely, they can confuse the audience or embarrass the speaker. Here are four preventive measures:

(a) Understand your numbers. Verify not just the math, but also the assumptions and sources.

(b) Use only as much precision or complexity as your purpose requires. For example, don't say "\$251,006,511.75" when "a quarter of a billion" will make the point. When precision really matters, display the numbers visually.

(c) Explain your numbers in terms the audience will truly understand.

(d) When appropriate, also depict your numbers graphically, for those of us who need to visualize what those numbers are saying. The use of graphs can make the difference between clarity and confusion.

(5) Restatement and Repetition: Stating facts a second time can firmly plant ideas in the listeners' mind, and are critical when you have points you want the listener to remember a particular point.

j. *Develop your visual supports.* Note: See Appendix B2, Tips for Speaking Effectively, Tip #9, Using Visual Aids, Student Handout. Do you have to use visual aids? No, they're not mandatory. But in most formal briefings, they help simplify complex ideas and statistics. Research studies show we typically retain only about ten percent of what we read and twenty percent of what we hear. Yet when sight and sound communicate together, we retain facts up to fifty-five percent longer. That's why television advertising costs more than radio or billboard advertising. That's why your briefings will improve with effective visual support. Even if you're not an expert, you can plan and produce more effective visual aids. Study your outline to decide where you need visuals to simplify and explain. When you have identified the locations, then sketch out the words and layout. Then draft, rehearse, critique, condense, and revise. As you draft each visual, keep the following general questions in mind:

(1) *Relevant? Is it necessary? Is it appropriate to purpose and audience?*

(2) *Focused? Does it communicate only **ONE** controlling idea?*

(3) *Organized? Does it have balance and visual appeal--all the right parts in the right places, sizes, and colors--without becoming a distraction?*

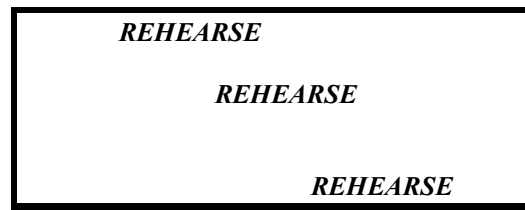
(4) *Coherent? Does the entire visual flow with such devices as parallelism, connecting words, and transition markers?*

k. *Integrate your transitions.* When you've planned the briefing (introduction, development of major and minor parts, and conclusion), review the outline for general coherence. Does it hold together clearly and logically? At this point you should add to the outline appropriate transitional words between the major parts. Words such as--*Let me illustrate this point . . . Most importantly, we must consider. . . In the meantime, we will continue to deadline. . . Despite those disadvantages, option three is best because . . . Now let me summarize our findings by*

*showing this matrix.* . . . may seem too obvious in writing, but they're essential in speaking. Failure to use transitions may easily distract your audience.

1. *Determine your setting.* With your outline completed, plan the environment of your presentation. You may need to sketch a seating plan by protocol. If the room's equipment is moveable, then plan where you will place the lectern, the audio-visual equipment, and the furniture. Also begin a list of supplies you may need: extension cords, microphones, cables, extra projector bulbs, props, displays, handouts, notepads, pencils, pointer, screen, markers and erasers, viewgraphs, and refreshments. You'll probably keep updating your list, so keep it handy.

3. STEP 3: DELIVER A PRACTICE BRIEFING. The next step is to rehearse, rehearse, and rehearse. Practice your briefing. This is the run through step of the speaking process and equals the drafting in the writing process. This is the step where you will test and validate your briefing style by focusing on coherence, efficiency, tone, voice, and your body language.



a. *Develop your delivery method.* Use manuscript or note cards. It is possible that you might write your briefing -- word for word -- before you practice and deliver it. There's a definite drawback to delivering a speech you've written out. It won't sound spontaneous. You've probably noticed that, for this very reason, many manuscript speeches sound stuffy and stilted. You can follow your outline and then make a tape recording to help identify the problems. If you need to, you can transcribe the tape, and polish the words and phrases as you proceed. However, you still need to reduce the written speech to a set of note cards with words or short phrases to jog your memory. After appropriate rehearsals, those note cards will be all you need to stay on track. There may be times when you need a complete manuscript. You may need precise, unvarying language for a certain listener, because of a security classification, a difficult subject matter, or historical accuracy. Whether you work from a manuscript or an outline, you must still rehearse. This is the only way to achieve a delivery that has spontaneity, personality, and authority.

b. *Deliver multiple practice briefings.* For the most part, speakers go from a well-developed outline to what we commonly refer to as a "run-through." The run-through is your *first* rehearsal. It should not be your last. We recommend many rehearsals after the outline and before the actual speaking occasion. This text breaks the rehearsal into two categories: the run-through and the dress rehearsal. Between these two steps, you should continue to revise. As any experienced speaker knows, you can and should rehearse as many times as possible, and revise after each rehearsal.

(1) Why rehearse? We often say "If you don't have time to do it right, when will you have time to do it over?" In speaking, however, you won't ever get the chance to do it over. It's a one shot deal. Can you afford *not* to rehearse? This is when you learn for the first time how our words really sound and how the presentation really looks. Rehearsal also reduces anxiety for you AND confusion and frustration for the audience. Also, within the past few years you may have developed some poor preparation and delivery habits. Now's the time to rethink the process, polish your skills, and include rehearsals. Just as we encourage you to have fresh eyes for your written drafts, have fresh ears for your oral drafts.

(2) Rehearse with a mirror, tape recorder, or video recorder! You'll profit from such self-critique. However, the best critique comes from other discerning listeners. Here's how.

(a) Get listeners who have experience. Give them only enough background to clarify your purpose and intended audience. Have them use the evaluation form as a guide for feedback. Then using all your props and audio-visuals deliver your presentation.

(b) Speak in a conversational style. Communicate directly and concisely, using mostly active voice. This may be difficult initially, but that's all right. After all, this is your first rehearsal. In the process you will discover flawed or missing substance and organization. Naturally, you will want listeners to point that out. But they should also comment on how you sound, look, and move. In oral communication these are part of your message. Use rehearsals and listeners' feedback to polish them.

(c) Resist the temptation to memorize everything. Memorized opening and closing statements can help, but a speech entirely memorized will almost always be stilted. Worse, your memory may lapse, destroying everything. So instead of memorizing a whole speech, rehearse until you're comfortable with its language. You'll build self-confidence and sound spontaneous. You'll speak with the right words and you won't vocalize the pauses (*uh, ah, ummmm*).

(3) Use the evaluation form to Validate your rehearsal by focusing on your briefing style (see page 16 of the Student Handout).

4. STEP 4: REVISE THE BRIEFING. Have someone you trust to be candid listen to your briefing and provide feedback.



## **REVISE THE BRIEFING**

Focus on your audience's perspective.

Validate your introduction

Validate body of presentation

Validate your conclusion

Review your style

Revise as Necessary

a. *Focus on your audience's perspective.* Until we finish the draft phase, we should keep the mind free to concentrate on substance and organization. After the draft is complete, we then focus on viewing our work through the audience's eyes. We must do the following in the revision step:

We must see the material from the audience's perspective. Don't begin to revise until you can look at your material in this light. This involves separating yourself from the briefing, shifting from briefer to audience.

### *b. Validate Your Introduction.*

(1) As your audience listens to your briefing, ask the person to identify your attention step--does it create interest and provide purpose to the briefing.

(2) Is he/she able to identify your controlling idea and tell you how it provides focus and unifies your briefing.

(3) Can your audience identify your agenda/main points. Do they support your controlling idea? Do they support the focus of your controlling idea? Are they carefully thought out?

### *c. Validate Body of the Presentation.*

(1) Is your organization logical, appropriate and shows a clear relationship between ideas.

(2) Is your audience able to identify the support you provide for your briefing. Does this support based on credible facts and opinions? Does it support your main ideas? Is it fully developed.

(3) Transitions are very important. They help your audience to move with you from point to point. Do your transitions provide good continuity to the ideas you are trying to develop. Do they smoothly tie the parts of your briefing together?

(4) Visual aids are useful tools for supporting or illustrating ideas. Do you use visual aids where they are not needed? If used, do they support or illustrate your ideas? Do they stimulate your audience's thinking or translate the ideas you develop in your briefing?

(5) Objective. Ask your audience to identify the objective of your briefing. If your objective is to provide an information briefing and you develop a persuasive briefing, you've failed the objective. Have you met the requirement of providing information or have you gone beyond and shown your audience how this information is important?

d. *Validate your conclusion.* Does your conclusion help your audience to review the ideas and relationships you developed? Have you provided a complete synthesis that helps your audience to retain what you've said.

e. *Review your style.* First, is my style is consistent with the Army standard that emphasizes "understandable" before "rapid." Second, how I use my voice may enhance or detract from an otherwise excellent briefing. Focus on emphasis, rate and tone.

(1) Format. Have I used the appropriate format for the briefing? For example, a persuasive briefing requires a different format than an information briefing.

(2) Tone. Your gestures, glances, speech habits, voice quality, dress, and audio-visuals create a total effect that we call the tone.. Thus, as you think about the remaining criteria of style, think about their aggregate effect: the created tone or "feeling." Everything becomes a part of your message.

(3) Voice. Keep your voice primarily in your natural register because it's easier to hear and comprehend. Avoid speaking in a lower than normal register for long periods because you could damage your vocal cords. Talk occasionally in a slightly higher pitch to emphasize major points. When you don't have a microphone, a higher pitch will carry your voice farther. Always prepare your throat properly. Drink water, preferably with some lemon juice in it, to clear your vocal cords. If you're familiar with any vocal warm-up exercises, do them also.

Listeners think many times faster than anyone talks. Fortunately, the goal is not to keep up with them, but to communicate and support a controlling idea. Typically, a speaking rate of 125-150 words per minute is adequate -- and the larger your audience, the slower you want to speak. Audience noise and the slightly longer traveling time of your voice will swallow up a too rapidly spoken sentence. One of your main adversaries is boredom caused by the "thought-speech speed difference." Remember that listeners can think much faster than you speak, and give them a lively presentation with vivid examples. You want to develop a voice that is agile and flexible, yet not erratic in rate. This is where rehearsing with a videocassette or a tape recorder can really help. Not only can you get an accurate overall time length of the speech, but you can also calculate your speaking rate.

(4) Nonverbal Communication. Although our spoken language is the primary signal in most public speaking, our body language also sends important signals. An effective speaker not only understands the signals of body language, but also includes them in planning and rehearsal to insure a coherent total message.

(a) Eyes: Most speakers, particularly those learning to control nervousness, feel more confident after establishing eye contact with the audience. It helps you relax by showing you that the audience is listening, wanting to understand, wanting you to succeed. It controls the nervous darting of your eyes, or the distracting glances around the room, or the vacuous staring at some point between the speaker and audience. It enhances your credibility because you look confident and sincere. It also gives you the initiative. When you look an audience in the eyes, they can't easily look at or think about something else. Your simplest approach is to begin with several people throughout the audience who seem especially attentive and interested. Focus on their eyes until your confidence grows; then begin including more and more of the audience. Eventually, you should look every listener in the eye at least once. Of course, as with many principles, it's possible to go too far. Make sure you don't cause your audience (and especially the decision maker) to feel uncomfortable by staring them down.

(b) Face: Facial animation, along with vocal animation, helps the audience see our enthusiasm, your belief in what you're saying. Facial animation can include smiles, frowns, grimaces, and raised eyebrows. When such perfectly natural expressions suit your meaning, don't suppress them for being "non-military" behavior. They're not.

(c) Hands: All gestures should appear natural and well timed, and they should help the audience focus on what ought to be your primary signal--words. This means you should keep hand gestures above the waist. You want the audience looking at your face most of the time. You should also keep gestures meaningful (not limp or tiny) and also moderate (not distractingly repetitious or energetic). When you're not using pointers, chalk, pens, and markers, put them down so you won't drop them or play with them. Rings and other jewelry can also become unconscious distracters. If they're problems for you, remove them before you speak. Should you ever put your hand in a pocket? Are hands on the hips ever acceptable? Your previous research about your role as speaker, your audience, and the setting should answer such questions. For informal settings, placing a hand in a pocket or putting it on one hip for a brief time could communicate an intended tone. Note the emphasis on *brief*, though. Any stance or position you hold too long becomes, at the least, monotonous; at the worst, a distracting subject of speculation. Resist jingling coins or keys. Speakers often do it, unconsciously. Take the coins and keys from your pockets before you begin.

(d) Posture: As a professional soldier, you may assume your posture is fine. We hope that's true, but don't assume until you've seen yourself as the audience sees you. During rehearsal, ask the listeners to observe your posture, or review it yourself by mirror or videotape. Keep in mind, too, that the first thirty seconds or so of your presentation become a lingering snapshot for the audience. Unfortunately, your first thirty seconds are also difficult because you have not yet settled down and the audience isn't wholly attentive yet. So, plan your body language, especially for the introduction.

Whenever you conduct a briefing while seated at a conference table, maintain good posture either by keeping your spine against the chair back or by setting forward in the chair and leaning slightly into the table. In a small classroom or other casual situation, speakers may sit on a table as they talk. If you choose to do this, then sit over a table leg, and keep one foot on the floor. You also need to maintain good posture while doing this.

(e) Movement: When practical, move comfortably and naturally away from the lectern for a time. Then return. If you'll rehearse these movements, you won't be away from the notes when you need them. You'll also prevent aimless wandering that often increases your stage fright, and tires and exasperates your audience. Smaller movements also demand attention. Eliminate "happy feet"--the nervousness that manifests itself in aimless pacing, swaying, and shifting, and which can tire and exasperate the audience, too. Unlearn the habit by holding still. When you make planned movements, stop completely at each destination, and then speak a while before moving again. Are you a lectern rocker? This bad habit has simple solutions also. The easiest is to eliminate the lectern. However, if you need it to support your props or notes, take a step away from the lectern while keeping your weight on both feet.

(f) Timing: Do you time a gesture to coincide with appropriate words or phrases? Do you introduce a view graph before turning it on? Do you cross a stage at the most natural moment, perhaps to help signal transition? Do you pause after a key point, or intentionally repeat it, for best effect? Ask your listeners during rehearsal to look for these and other features of good timing. Not tied to notes? How you use your notes will tell your audience if you're prepared or not. Over relying on notes, particularly during introductory and concluding remarks, signals inadequate rehearsal and defeats the persuasive power of face-to-face speaking. So, avoid reading from notes unless for brief quotations or numerical detail. Remember, long quotations or batches of statistics are most effective when simplified or displayed. In most cases you can simplify notes to "bullets"--key words and phrases--so you won't bury your nose into sentences. Practice until you can visualize nearly every key point in your mind. When you can do this, the notes become aids, not distractions.

(g) Poise: Stage fright is common. Even long-time performers have it. Some of the most common symptoms--whether you're still "back stage" or facing the audience during the presentation--include weak knees, sweating palms, quivering voice, pounding heart, nausea, fumbled words, memory lapses, a runny nose, or a dry throat. Exercising, breathing deeply, yawning, singing, and sipping lemon water are ways that many speakers control their jitters. Remember, all successful speakers include detailed rehearsal in their preparation.

(h) Overall: Conform to military standards of conventionality in delivery, bearing, and dress.

5. STEP 5: DELIVER THE BRIEFING. Now is the time to conduct the final briefing. You have rehearsed on multiple occasions and you should be ready to brief a substantive, organized presentation. Now you need to prepare yourself for the following situations:

a. *A question and answer period.* Develop a method of answering questions. Establish eye contact with both the questioner and the audience. Turn non-questions into questions that help achieve the objective. If someone says, "I don't think we need all this new equipment," simply convert the remark into a question: "I believe I hear you asking, 'What are the benefits from purchasing this equipment?'" Generally, effective answers should include one or more of these?

- (1) Your own professional and personal experience.
- (2) Quotations from experts.
- (3) Facts and comparisons.
- (4) Simplifications and examples.
- (5) Bridging responses that get back to the objective.

Finally, be flexible. Your listeners will react, ask questions, misunderstand, and disagree. So be prepared to handle any distraction: respond, dispel confusion, support your controlling idea, and proceed without obvious frustration. And when you don't know the answer, say so. You may want to close the presentation by announcing you'll be available for private questions later--thus avoiding the formal questions entirely. However, that luxury is seldom an option or desirable in military speaking situations.

b. *Handling audio-visuals.* Allow time for an audience to look at or read the visuals before you speak. Practice this with your rehearsal audience. Many, if not most, people, experience frustration whenever they need to read and listen at the same time. So allow silent pauses to help the audience comfortably take in both your words and your visuals. Face the audience when showing visuals. Many listeners won't hear all your oral remarks when you talk to a screen behind you. Rather, courteously remain facing the audience and glance at the view graph on the projector or hold a hard copy reference in your hand. During rehearsals and presentations, use this effective five-step procedure for handling viewgraphs, slides, charts, blackboards, tackboards, videotapes, audiotapes, and physical models:

- (1) Introduce the visual aid orally.
- (2) Reveal the visual aid and allow time for the audience to absorb both meaning and relevance.
- (3) Discuss how the visual aid supports and simplifies your idea, keeping it prominently in sight or within hearing range only as long as it supports your remarks.

(4) Remain close to the visual aid during your explanation. Don't confuse or frustrate the audience with competing focal points.

(5) Remove the visual aid from sight or hearing range when you have finished using it.

Rehearsing and checking your equipment give you the competitive edge against audio visual catastrophe: slides reversed or upside-down, blown projector bulbs; and your shadow blocking the slides. The list is a long and humorous one--don't provide this kind of entertainment for your audience.

## 6. SUMMARY:

a. If Army briefings are to promote good decision-making, they must clearly and quickly convey the speaker's and commander's intent. You can easily convert the "corporate standard" for writing into one for spoken communications: **"An effective Army briefing transmits a clear message in a single listening, and is generally free of errors in grammar, mechanics, and usage."**

b. Good briefings should be compactly organized with a clear controlling idea stated early. The main supporting points should be easily identifiable so the listeners can remember them. Briefers can effectively research and analyze their subjects (usually a problem to be solved or an opportunity to be grasped) using mind-mapping, criteria for decision-making, and good outlining techniques.

c. The traditional "package" for oral communications in the Army is the briefing. Remember, whatever format you use, your style should conform to the Army standard. It should have specific transitions, be clearly and effectively sequenced, and uses appropriate audio visual supports. It should be clearly presented in the active voice and first person, when appropriate. It should be concisely worded, but without excessive jargon.

## Student Handout 4

### Extracted Material from TSP 158-G-0030

**This Student  
Handout  
Contains**

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This student handout contains 2 pages of extracted material from the following publication:

TSP 158-G-0030, Brief to Inform, Persuade, or Direct, CGSC, 20 Jun 1998.  
Appendix B2, Preparing a Persuasive Briefing, pages B-20 and B-21

Disclaimer: The training developer downloaded the text in this student handout from the Reimer Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not conform to the Army Writing Style Program.

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## APPENDIX B2

### THE PERSUASIVE BRIEFING

Although the decision briefing contains the essential elements of the information briefing, its purpose is different. The decision briefing is to persuade the decision-maker to select the proposed course of action. At the outset of the briefing, the briefer must state clearly that he/she is seeking a decision. At the conclusion if he/she does not receive a decision, the briefer must ask for one. The briefer must insure that he/she thoroughly understands the decision when it is rendered by the decision-maker. If he/she is uncertain, the briefer should request clarification.

#### FORMAT FOR THE DECISION BRIEFING

##### 1. INTRODUCTION

- a. *Greeting.* Address the person(s) being briefed and identify yourself.
- b. *Purpose.* State that the purpose of the briefing is to obtain a decision. Announce the problem or the opportunity, which requires a decision. State your recommendation with your main supporting points. Put your bottom line up front, unless there is a specific reason for delaying the recommendation. Do not waste the decision-maker's time by making him/her second-guess what you will recommend.
- c. *Procedure.* Explain any special procedures or introduction of additional briefer(s).
- d. *Coordination.* State what coordination has been accomplished.
- e. *Classification.* Identify the security classification of the briefing, if appropriate.

##### 2. BODY.

- a. *Assumptions.* They must be valid, relevant, and necessary to the decision making process.
- b. *Facts Bearing on the Problem.* These should be stated concisely and accurately. They must be supportable.
- c. *Discussion.* Analyze courses of action. Plan for smooth transitions. The initial statement should indicate the origin of the problem and point out any command guidance given. No other phase of the briefing reveals so critically the quality of the preparation.
- d. *Conclusions.* State those reached as a result of your research. Discuss the degree of acceptance or the order of merit of each course of action. These courses of action should be limited to the ones identified during the discussion. Do not introduce any new courses of action at this point. This phase should be restricted to only the logical conclusions derived from the discussion phase of the briefing.



e. *Recommendation(s)*. Restate action(s) recommended. Clearly state these actions so that the decision-maker can mentally decide either “yes” or “no.” These recommendations must be specific.

### 3. CONCLUSION.

a. Ask for questions.

b. Request a decision or ask if your recommendation is approved or disapproved. Has your presentation assisted rather than hindered or confused your audience.

## Student Handout 5

### Extracted Material from TSP 158-G-0030

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**This Student  
Handout  
Contains**

This student handout contains 2 pages of extracted material from the following publication:

TSP 158-G-0030, Brief to Inform, Persuade, or Direct, CGSC, 20 Jun 1998.  
Appendix B3, Preparing a Persuasive Briefing, pages B-22 and B-23

Disclaimer: The training developer downloaded the text in this student handout from the Reimer Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not conform to the Army Writing Style Program.

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## APPENDIX B3

### BRIEFING POINTS TO REMEMBER

**BE CLEAR.** Follow the Army standard for writing in your briefings: “Easily understood in a single rapid hearing” is a good extension from the Army writing standard.

**PACE YOURSELF.** The average speaker talks at a rate of about 125-150 words per minute, but the only way you will know how long your briefing will take is through rehearsal. Good speakers pace themselves. They may emphasize a key point by speaking slowly, by repetition, or by increasing their volume for emphasis. However, don't speak so slow that your audience becomes bored, nor so fast that you appear to be racing through your topic.

**VISUAL AIDS.** Make sure your visual supports are simple, and visible. Be sure to proofread. Do not risk being embarrassed by distracting errors.

**REHEARSE!** You may need many rehearsals so that you can give a smooth briefing. Use a video cassette recorder, an empty classroom, a mirror, or your spouse or classmate to critique your efforts.

**NERVOUS.** Expect to be nervous. The best public speakers have learned to expect some tension, and accept it as a natural part of speaking. Some things you can do to keep your nerves in control are:

- a. On the morning of the briefing, jog, walk, or meditate to keep your energy level high.
- b. Just before your briefing, do a few exercises to calm your nerves.
- c. Loosen up your mind and your voice by telling someone in vivid terms your expectations of the briefing.
- d. Use your imagination. Use what works for you!!

**ENTHUSIASM.** Be enthusiastic about your subject. Some nervousness will provide the stimulation for this enthusiasm. Variety in the rate of your speech, the pitch, and the loudness of your voice will increase the effectiveness of your presentation and is something you can control.

**YOUR HANDS** Avoid holding anything in your hands unless you are skilled in its use (pointers or a pen). Invariably the novice will begin waving these things around.

**BODY LANGUAGE.** You are your best visual aid. Use your body in the communication process by making each gesture count. Rehearse to avoid distracting movements and gestures.

**EYE CONTACT.** Watch your audience and maintain eye contact during your briefing. Their reactions will tell you how your briefing is going.

**USING CHARTS, ETC.** If you have technical points or statistics, you may find penciled notes on your charts are better than note cards. Remember to look at your audience and not stare at your charts. Avoid sheets of paper; note cards are more convenient.

**HANDOUTS.** If you are giving handouts to your audience, wait until the end of your briefing to distribute them. If you give handouts before you begin or during your briefing, the handouts may be a distraction. People will be reading the handouts instead of listening to you.

**Student Handout 6**  
**Military Decision Briefing Evaluation Form**  
Performance Recording Sheet page 1 of 2

<b>Student Name:</b>	<b>Class:</b>
<b>Evaluator Name:</b>	<b>Date:</b>

**Evaluation Standards:**

**SUPERIOR:** Student achieves fifteen or more superior ratings out of sixteen possible areas for the introduction, body, conclusion, and overall comments. Student can receive no unsatisfactory ratings.

**SATISFACTORY:** Student does not achieve a SUPERIOR rating, but achieves twelve or more satisfactory or superior ratings out of the sixteen possible areas for the introduction, body, conclusion, and overall comments.

**UNSATISFACTORY:** Student achieves five or more unsatisfactory ratings out of the sixteen possible areas for the introduction, body, conclusion, and overall comments. Students who fail to present the briefing within the time requirements (8 to 10 minutes) or fail to turn in a briefing outline will receive an overall unsatisfactory rating.

Performance Steps	Rating Received		
	SUPERIOR	SAT	UNSAT
<b>Introduction:</b>			
<b>Gives a Military Greeting</b>	( )	( )	( )
<b>States, Type, Classification, and Purpose</b>	( )	( )	( )
<b>States the Problem</b>	( )	( )	( )
<b>Gives a Recommendation</b>	( )	( )	( )
<b>Body:</b>			
<b>Gives Key Facts Bearing on the Problem</b>	( )	( )	( )
<b>Gives Pertinent Facts to Influence Decision</b>	( )	( )	( )
<b>Presents Both Positive and Negative Facts</b>	( )	( )	( )
<b>Makes Assumptions to Bridge Gaps in Factual Data</b>	( )	( )	( )
<b>Discusses Various Options to Solve Problem</b>	( )	( )	( )
<b>Provides Criteria to Evaluate How to Solve Problem</b>	( )	( )	( )

**Student Handout 6**  
**Military Decision Briefing Evaluation Form**  
Performance Recording Sheet page 2 of 2

Performance Steps	Rating Received		
	SUPERIOR	SAT	UNSAT
<b>Body (cont):</b>			
Shows How the Courses of Action Rate Against Evaluation Criteria	( )	( )	( )
<b>Conclusion:</b>			
Describes Why the Selected Solution is Best	( )	( )	( )
Asks For and Answers Questions (Time for Questions and Answers does not count against briefing time)	( )	( )	( )
Restates Recommendation for Approval/Disapproval	( )	( )	( )
Asks for a Decision	( )	( )	( )
<b>Overall Comments:</b>  Met Time Requirement of 8 to 10 minutes (less than 8 or more than 10 minutes is an overall UNSAT rating): Yes_____ No_____			
Turned in Briefing Outline (if Briefing Outline is not turned in, it is an overall UNSAT rating): Yes_____ No_____			
<b>Remarks:</b>			
<b>Overall Evaluation</b>	<b>SUPERIOR</b> ( )	<b>SAT</b> ( )	<b>UNSAT</b> ( )
<b>Student's Signature:</b>			
<b>Instructor's Signature:</b>			

## Student Handout 7

### Military Decision Briefing Evaluation Criteria

Rated Area	SUPERIOR	SATISFACTORY	UNSATISFACTORY
<b>Introduction</b>			
Military Greeting	Greets decision maker, fellow students, and introduces self	Greets decision maker and introduces self	No greeting or incomplete
Statement of Type, Classification, and Purpose	Creates an interest, states the type, classification, and purpose of the briefing	States type, classification, and purpose of the briefing	Does not state type, classification, or purpose of the briefing
Statement of the Problem	Precisely states the idea or problem controlling the briefing	Generally expresses the idea or problem controlling the briefing	No statement or is vague or confusing
Recommendation	Concise recommendation that focuses on the subject	Generally states the recommendation	No recommendation or unclear
<b>Body</b>			
Key facts bearing on the problem	Abundant evidence to support the briefing	Evidence that supports the briefing in general terms	None, unclear, or evidence does not support the briefing
Pertinent facts to influence the decision	Clearly states relevant facts to support the course of action	Contains relevant facts and opinions	Vague or unrelated facts
Presents both positive and negative facts	Clearly presents both positive and negative perspectives	Generally presents both positive and negative perspectives	Does not present both positive and negative perspectives
Makes assumptions to bridge gaps in factual data	Clearly states assumptions so the audience understands the relevancy and how they support the briefing	Assumptions support the briefing but briefer does not explain the relevancy	Does not identify assumptions
Discusses various options to solve the problem	Clearly identifies two or more options that are relevant to solving the problem	Gives options that are relevant to solving the problem	Does not present options to solve the problem
Criteria to evaluate how to solve the problem	Identifies three or more criteria to compare courses of action	Identifies two criteria to compare courses of action	Only identifies one or no criteria to compare courses of action
Discussion of each course of action's advantages and disadvantages	Provides two or more relevant advantages and disadvantages for each course of action	Provides an advantage and disadvantage for each course of action	Does not provide advantages or disadvantages
Shows how the courses of action rate against the evaluation criteria	Logically and clearly rates each course of action against all criteria identified	Rates each course of action against all criteria identified but lacks logic	Fails to rate one or more course of action against one or more criteria identified

<b>Rated Area</b>	<b>SUPERIOR</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
<b>Conclusion</b>			
Describes why the selected solution is best	Provides a clear statement of why the course of action chosen is the best solution for the problem	Makes statement concerning which course of action will solve the problem	Does not discuss which course of action is best to solve the problem
Asks for and answers questions	Asks for and answers specific questions concerning the briefing	Ask for questions	Does not ask for questions
Asks for a decision	Briefer clearly asks the decision maker for a decision based on the information provided in the briefing	Asks the decision maker for a decision	Does not ask the decision maker for a decision
<b>Met Time Requirement</b>	If briefing time is less than 8 minutes or more than 10 minutes, the student will receive an overall unsatisfactory rating		
<b>Turned in briefing outline</b>	If a briefing outline is not turned into the instructor prior to the beginning of the briefing, the student will receive an overall unsatisfactory rating		



## Student Handout 8

### Extracted Material from TSP 158-G-0030

**This Student  
Handout  
Contains**

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This student handout contains 22 pages of extracted material from the following publication:

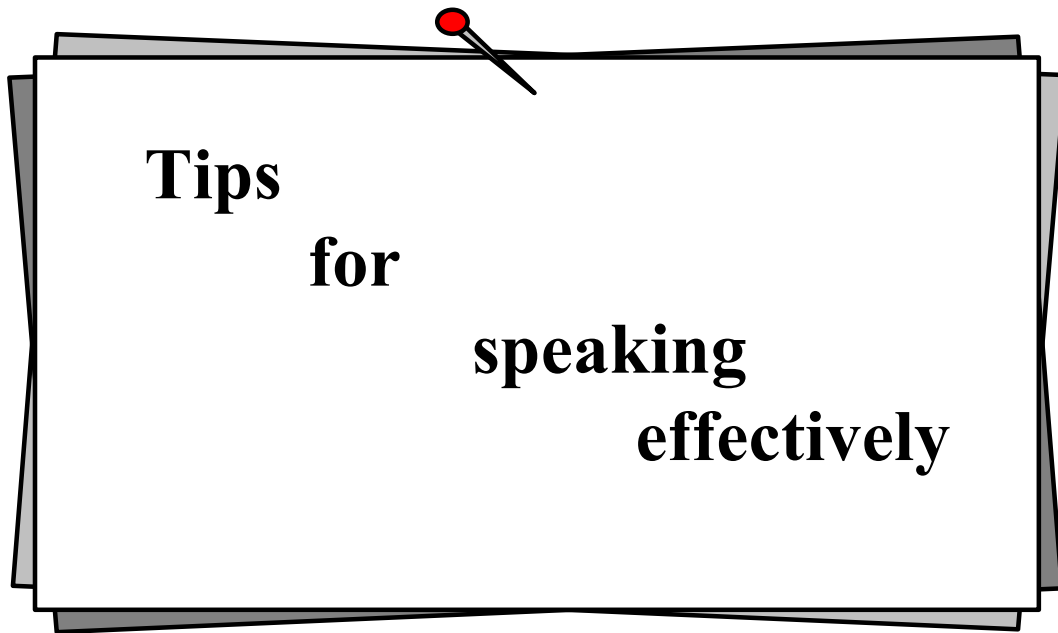
TSP 158-G-0030, Brief to Inform, Persuade, or Direct, CGSC, 20 Jun 1998.  
Appendix B6, Preparing a Persuasive Briefing, pages B-29 and B-50

Disclaimer: The training developer downloaded the text in this student handout from the Reimer Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not conform to the Army Writing Style Program.

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**APPENDIX B6**

**CONDUCT A PERSUASIVE BRIEFING**



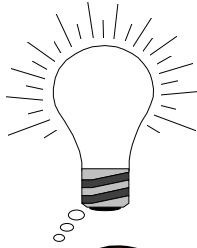
Leadership Instruction Division,  
Center for Army Leadership , CGSC  
Fort Leavenworth,KS

*A Simple Structure for Your Next Presentation  
(Its your presentation, but it's all about them.)*

**ISSUE OF SOME  
CONCERN**

**You're concerned.  
I understand**

**POINT OF VIEW**



**"Here's a different point of view ...  
a different way of looking at your  
problem."**

**SUPPORT**

**"This is the idea ...  
Here's the evidence."**

**THE VALUE FOR YOU**

**"This is what you need to  
know..."**

**THE NEXT STEP**

**"Here the information..."  
"Here's a plan ..."**



# **Tips for Speaking Effectively**

## **Table of Contents**

### **Preface**

<b>Tip #1</b>	--	<b><i>Introducing The Speaker</i></b>
<b>Tip #2</b>	--	<b><i>Introducing Yourself</i></b>
<b>Tip #3</b>	--	<b><i>Nervousness</i></b>
<b>Tip #4</b>	--	<b><i>Stating Your Purpose</i></b>
<b>Tip #5</b>	--	<b><i>Using Visual Aids</i></b>
<b>Tip #6</b>	--	<b><i>Speaking from a Manuscript</i></b>
<b>Tip #7</b>	--	<b><i>Listening and Public Speaking</i></b>
<b>Tip #8</b>	--	<b><i>The Desk-Side Briefing</i></b>
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## PREFACE

The following **Speaking Tips** are some ideas that many have found helpful in developing their own speaking style and we have provided them as a further resource you may find helpful. Try them out. You may find some ideas very helpful as you develop your public speaking skills.

You may find some of the speaking tips may be more useful than others as you prepare to conduct a persuasive briefing. Some of these, for example, **Speaking Tip #1, Introducing Yourself**, is not directly applicable to the requirement of this course. However, there will come a time when you may have to provide a 3-5 minute introduction of yourself. This tip is one you may then find helpful.

### Speaking Tip #1

#### Introducing the Speaker

Purpose --

- Build enthusiasm for the upcoming speaker
- Build enthusiasm for the speaker's topic
- Establish a welcoming climate to boost the speaker's credibility

Guidelines --

- Be brief
- Be completely accurate
- Be appropriate to the occasion
- Be appropriate to the speaker
- Be appropriate to the audience
- Save the speaker's name to last

Do Not --

- Impose on the speaker's time
- Impose on the speaker's topic

## **Speaking Tip #2**

### **Introducing Yourself**

#### Introduction

*You* are the subject of a self-introduction. You will have 3 to 5 minutes to introduce yourself. That's a pretty broad subject to cover in such a short time, so pick one or two aspects of your life that will be interesting to your audience to give a little insight into understanding you as an individual. You might want to talk about your birthplace, education, and family. You might want to tell about your past experiences, such as jobs held, challenging experiences, or your ambitions. Maybe you'll tell about your hobbies or special interests. Anything is appropriate if it relates to you as an individual. Having complete knowledge about your subject will help you to be very confident.

Once you have the main points of your talk in mind, weave them into a story, just as though you were telling it to your friends over dinner. Share personal experiences that are significant to you. The more personal you make your talk, the warmer the relationship will be between you and your audience.

#### Beginning, Middle, and End

Your talk needs a begin, middle, and end. So think of an interesting starting sentence. Fix it clearly in your mind and use it, even if you think of "something better" just before you start to speak. Next, prepare a good conclusion to your speech and fix it in your mind. Now that you have a solid beginning and ending, you can more easily develop the middle of the speech.

Remember an effective speech has a restricted focus that is stated up front. Then select two or three major parts and develop them by using concise examples, illustration, or anecdotes. If you merely state fact after fact, your audience may miss your point. Therefore, illustrate to ensure your audience clearly understands your message.

#### Notes

Will you need notes? If you do, write a brief outline of your speech on "3x5" cards that you can place on the lectern or hold in your hand. Refer to your cards only when you need them. Use only key words or phrases to jog your memory. Remember, you are speaking; you are not reading. Take advantage of any speaking opportunities to experiment and find a method that works best for you.

#### Preparation

Practice your talk until you are comfortable with it. You shouldn't memorize it, because you know so much about you. However, you may want to memorize your introduction and conclusion. Try the talk on someone in your family or on a friend. Ask them to provide you

with a critical critique that focuses on your strengths and weaknesses. Listen carefully to what they say to identify what you can do to improve your talk.

Do you have a tape or video recorder? Record the talk, listen to or watch it carefully, and make any necessary improvements. Using a recorder is one of the best ways to improve your speaking ability.

Finally, don't think of this first presentation as "making a speech," letting anxiety or speaker's panic overwhelm you. Think of it as sharing information of interest to friends. Don't be afraid of the people in your audience. Each has similar feelings, so all are friendly and eager to help you succeed, too.

## Speaking Tip #3

### Nervousness

When it comes to standing up and giving a speech most people are nervous. It does not matter whether the speech is before a group of friends, strangers, your unit members, senior leaders, or even one's family everyone gets nervous. Actors are nervous before the play begins, politicians are nervous before campaign speeches, and most ministers and priests express nervousness before delivering the weekly sermon. It is little wonder then, that the average person is very nervous when they are called on to give a speech. Surveys indicate that 75% of experienced speakers experience nervousness and stage fright before any speech. Other surveys indicate that the fear of public speaking rates higher than the fear of death or disease. It appears that nervousness, or "stage fright" is perfectly normal at the beginning of a speech. In fact it is desirable. To be nervous at the start of a speech heightens your awareness. The question is not how to remove nervousness, but how to make your nervousness work for you rather than against you. The following tips can help you use your nervousness work for you.

*First, don't fight it.* Nervousness can be like a rip-tide at the beach. The more you fight it the more it will wear you down until it finally drags you far out to sea. However, rip-tides are easy to conquer. You do this by swimming across the tide instead of against it. Shortly you will be out of it and free to swim to the beach. Nervousness is the same way. Accept that nervousness is a positive experience that will heighten your senses.

*Second, take a brisk walk.* A brisk 5-minute walk shortly before standing up to speak gets your whole body loosened up while burning off excess nervousness.

*Third, sit with your feet flat on the floor -- don't cross your legs.* Crossing your legs is a sure way for your leg to go to sleep. When you stand and walk to the podium you will probably stumble for one leg is asleep. Just before you stand to approach the podium wiggle your toes. This will help get the blood flowing and prevent the lurching walk to the podium.

*Fourth, while waiting to be introduced let your body relax.* This is the time to drain the tension out of your body. Relax your shoulders, let your arms dangle, look over the audience for the friendly faces that you can focus on when you stand to speak.

*Fifth, concentrate on communicating with your audience.* They have come to hear you. So concentrate on what you have to tell them, not on your nervousness.

*Sixth, breathe properly.* Take a couple of breaths, exhaling slowly and deliberately before you stand up to speak. In the course of your speech don't forget to breathe. Breathing properly can help you relax, and lessen your state of anxiety.

*Seventh, tell yourself "Let's go!"* You are telling yourself that it is now time for your whole body to concentrate on communicating to your audience what you have spent time preparing.



*Eighth, make and keep eye contact with your audience.* Remember, you are speaking to a group of individuals, not a blur of faces. Good speakers seek out individuals in the audience and focus their remarks to the individual. Identify friendly faces in different sections of the audience and talk to them one after the other.

*Ninth, prepare your introduction carefully.* Spend time crafting your introduction so that your audience clearly understands where you are going with your speech. Practice the introduction over and over so that you can look at your audience and not at your notes. This will help your audience to feel that you are in control, and they will listen to what you have to say.

*Tenth, your audience wants you to succeed.* You're going to stumble as you speak. This happens to all speakers at one time or another. Take time to look at your audience. You will see and feel encouragement and acceptance from them. Now just talk to them and they will listen to you.

## Speaking Tip #4

### Stating Your Purpose

Probably the most important early step in speech development is identifying the purpose for your speech.

First, ask yourself the following questions about your specific purpose:

Does my purpose meet the requirement of the assignment?  
Can I accomplish my purpose in the time allotted?  
Is my purpose relevant to my audience?

Next, consider the following as you write out your purpose statement.

#### 1. Write the Purpose Statement as a Full Indicative Phrase, Not as a Fragment

*Ineffective:* The world of religion.

*More Effective:* To inform my audience of the three major kinds of religion practiced today.

*Ineffective:* Buying a personal computer.

*More Effective:* To inform my audience of the best way to select a personal computer suited to their individual needs.

#### 2. Express Your Purpose as a Statement, Not as a Question.

*Ineffective:* What really happened to Atlantis?

*More Effective:* To inform my audience of the three leading scientific theories about the legendary lost city of Atlantis.

*Ineffective:* Is the U.S. space program necessary?

*More Effective:* To persuade my audience that the U.S. space program provides many important benefits to people here on earth.

#### 3. Avoid Figurative Language in Your Purpose Statement.

*Ineffective* To persuade my audience that the university's plan to reduce the number of campus parking spaces assigned to students is a real bummer.

*More Effective:* To persuade my audience to petition against the university's plan to reduce the number of campus parking spaces assigned to students.

*Ineffective:* To persuade my audience that banning all fraternities because there have been hazing accidents at some colleges would be like throwing out the baby with the bath water.

*More Effective:* To persuade my audience that banning all fraternities because there have been hazing accidents at some colleges would punish the vast majority of fraternities for the irresponsible actions of a few.

#### 4. Limit Your Purpose Statement to One Distinct Idea.

*Ineffective:* To persuade my audience that registration procedures should be simplified and that credits for remedial courses should not count toward graduation.

This purpose statement expresses two unrelated ideas. The easiest remedy is to select one or the other as a focus for your speech.

*More Effective:* To persuade my audience that registration procedures should be simplified.

*More Effective:* To persuade my audience that credits for remedial courses should not count toward graduation.

#### 5. Make Sure Your Specific Purpose Is Not Too Vague or General.

*Ineffective:* To inform my audience about handwriting analysis.

*More Effective:* To inform my audience about the three major methods of handwriting analysis.

*Ineffective:* To persuade my audience that something should be done about the federal budget deficit.

*More Effective:* To persuade my audience that a national sales tax should be instituted to help reduce the federal budget deficit.

## **Speaking Tip #5**

### **Using Visual Aids**

#### Advantages of Visual Aids

- Clarifies speaker's points
- Makes concrete the abstract
- Increases interest
- Retains audience's attention

There are many kinds of visual aids available. Some are

Objects	Models
Photographs	Drawings
Graphs	Charts
Slides and Movies	People
The Speaker	

The following basic steps can help you develop effective visual aids.

#### *Step One:*

Start with an idea, and from it develop your objectives in terms of the specific audience with which you plan to use your audiovisual materials. The more useful ideas are those that relate to the needs of a specific audience. This may include information, the development of a skill, or the need to establish or reinforce a desired attitude.

Once you have your idea express it concisely.

#### *Step Two:*

Develop the objectives of your presentation by translating your general idea into a specific statement of one or more objectives for your speech.

The difficult problem is to spell out the objectives so that (1) your visual aids clarify your goal, and (2) you can measure the effectiveness of these visual aids on communicating your ideas.

You can accomplish this by ensuring your objectives are achievable and that you state them in terms that you can measure.

#### *Step Three:*

The needs and characteristics of your audience cannot be separated from your statement of objectives. Each influences the other. Such factors as age, educational level,

knowledge of the subject, attitude toward it, and individual differences within the audience all influence your objectives and treatment of your topic.

It is critical that you remember your audience is the determining factor when you consider the complexity of ideas you present.

Look at the examples in the following table. Are the controlling ideas stated in behavioral terms? Which of them may not be so stated?

IDEA	OBJECTIVE	AUDIENCE	CI
Developing the controlling idea	To understand the relationship between the topic and attitude.	CGSOC Students	Proposed Controlling Idea
Our Chapel Youth Program	(1) To increase youth participation in chapel youth-group activities. (2) To know how youth activities help develop sound character and religious understanding.	(1) Ft Leavenworth teenage dependents. (2) Youth sponsors and adults of the chapel.	(1) Your involvement in the chapel youth-group activities can make a difference to Leavenworth (2) Our Youth depend on you
Lettering aids for making displays.	To use a variety of lettering resources for visual aides.	CGSOC Students	The college resources can enhance your visual aids.
Support for the annual Army Aid Society financial drive.	To increase donations by 20% over the last drive.	Military members and Department of Defense civilian employees.	Your donations can meet the needs of our soldiers.

If you answered that the first and last controlling ideas then you are correct. The second controlling idea "Our Youth depend on you" fails to tell us what it is we do that helps our youth. The same is true for the third controlling idea "The college resources can enhance your visual aids." If you change this controlling idea to read, "Let me show you how the college's resources can enhance your visual aids" then you are stating the same idea in behavioral terms.

#### *Step Four:*

Identify what graphic form best illustrates and supports the idea, objective(s) and which the audience would clearly understand. Some graphic forms you may consider includes pictures, maps, statistical graphs, charts, and people.

#### *Step Five:*

Plan how you will use these visual aids to support and reinforce your speech. This step includes:

(1) Prepare visual aids in advance. No matter what visual aids you use, prepare them well ahead of time. This will provide you the time to develop creative and attractive visual aids.

(2) Ensure your visual aids are large enough so that the person in the back of the room can clearly see and understand the message it communicates.

(3) Display your visual aids where everyone in your audience can see them. Don't stand in front of the visual aid or in any way obstruct the audience's view. Do not talk to your visual aid, but to your audience.

(4) Avoid passing visual aids through the audience. This may seem obvious, however, many beginning speakers violate this guidance. Whenever you distribute your visual aid to the audience, be it a handout, article or chart, you audience begins to read the material and stops listening. Pass out your material only after you have finished your speech.

*Step Six:*

Practice using your visual aids. As you rehearse your speech use your visual aids. This will help you see how they support your speech. Where a visual aid detracts you can then modify or remove it as appropriate.

## **Speaking Tip #6**

### **Speaking from a Manuscript**

#### Introduction

Manuscript presentations are sometimes referred to as speak-reading. Your word-for-word script insures you “get it right” every time. When complex, controversial or classified issues are involved at high levels, a manuscript is often used to avoid repercussions and embarrassment.

We suggest a word of caution concerning manuscripts, though. They make briefing a piece of cake, right? Wrong! In delivering a manuscript many people mumble, speak in a monotone, show a general lack of spontaneity and eye contact with the audience, or stand frozen behind the lectern. Adequate preparation and practice, however, will help eliminate these barriers to communication.

#### Preparation and Presentation

A manuscript presentation involves the same fundamentals as any other speech. The phraseology should reflect your normal speaking habits. Avoid stilted language, and phrase technical terms in easily understood language.

If a speech type writer is not available, double or triple space your script in upper case (capital) letters. Use a highlighter to accentuate or underscore certain words or phrases for vocal emphasis. And number your pages in bold figures.

In rehearsing your manuscript, stand up and read it aloud! Become so familiar with the words that you can confidently add volume, inflection, and eye contact at the appropriate places. You will also find this helpful when you must leave your script momentarily to point out details on a visual aid.

Remember these points while revising a manuscript:

(1) Write as you speak.

- Use contractions.
- Keep sentences and paragraphs short.
- Freely repeat key words.
- Use personal pronouns, when appropriate.
- Follow abstract or complicated reasoning with specific examples.
- Change awkward word combinations.

(2) Rehearse, rehearse, rehearse.

- Read and reread until you thoroughly know your script.

-- Look at your audience when you utter emphatic words and the closing words of a sentence. Never allow yourself to be looking at your manuscript when you're driving home a point!

-- In striving for enthusiasm, let your gestures be natural.

-- Dry-run your visuals.

(3) Be flexible.

-- Know where you can shorten the speech.

-- Know where you might insert impromptu asides to add spontaneity.

-- Be prepared for distractions or questions.



## **Speaking Tip #7**

### **Listening and Public Speaking**

1. Listening is the primary way we communicate.

a. We spend more than 70% of our waking hours in verbal communication. We spend more of that time listening than speaking. An old proverb says, “Because God has given us two ears and one mouth, we must listen twice as much as we speak.”

b. Listening is hard work. We are passive listeners who fail to listen when it becomes difficult.

2. We listen to become more effective:

a. at our jobs require,

b. in interpersonal relationships,

c. in making sound decisions (most of our knowledge comes from listening, not reading), and

d. to respond appropriately to what we hear (how appropriately we respond is a result of how well we listen).

3. We listen with all of our senses.

a. The Ears. Getting and understanding the message.

b. The Eyes. About 60% of our useful information comes through what we see. When we “listen with our eyes,” we attempt to understand the speaker’s meanings about the concept or idea being discussed.

4. Factors that affect listening.

a. Attitude. We listen more carefully to topics with which we agree than to those with which we disagree.

b. Motivation. Much listening involves our own value system. When we can get something out of it, we are more likely to listen. “What’s in it for me?” is a valid question.

c. Personality. Our attitudes also influences our listening. If we consider ourselves cooperative, thoughtful, and analytical, we will probably listen better than if we think of ourselves as argumentative and self-centered.

d. Life Situation. Our physical environment plays an important role in listening.

e. Position in Society. Our willingness to listen can also be influenced by our role or position in society.

5. Tips on improving our listening skills.

- a. Use all of your senses to gain information.
- b. Be alert but relaxed.
- c. Concentrate on the main ideas within a speech.
- d. Listen for the speaker's attitude towards the message.
- e. Do not evaluate the message until you clearly understand the speaker's ideas.
- f. Listen to determine that the speaker has established credibility and documents any claims made in the speech.

6. Types of listening behavior.

a. Factual listening -- the art of focusing on another's message so as to sort out irrelevant from relevant data and information.

(1) Focus on understanding the other person's message.

(2) Get the facts --

-- Become totally involved in the communication situation -- relating the speaker's major ideas to your own situation.

-- Master the art of successful note taking by recording the speaker's key points along with sufficient details to refresh your memory.

-- Look for and analyze the speaker's supporting material.

-- Look for the speaker's overall structure and organizational pattern.

b. Empathic listening -- the art of focusing on and understanding the speaker's psychological and emotional attitude and how that influences his or her speech. This is also known as active listening.

(1) Watching for nonverbal cues.

-- Body motions that support the message.

-- Vocal characteristics -- how something is said as opposed to the words that are spoken: pitch, volume, rate of speech, and use of filler terms (uh, as you know, etc.).

(2) Put yourself in the speaker's position -- try to understand why a speaker says what he/she said.

(3) Concentrate on the message rather than the delivery.

-- Take mental notes of the main points.

-- Think of additional ways to support the speaker's points.

-- Look for the speaker's organization of his/her presentation, and restate it in your own words.

c. Critical listening

(1) Make sure that the speaker has fully supported and documented any claim he/she makes.

(2) Most speakers will represent their communities when they speak -- don't lay on your expectations.

(3) We should expect the speaker to demonstrate his/her credibility on a particular topic.

(4) We need to insist that the speaker move from generalities to specifics. Where the speaker fails to move to specifics it becomes very difficult to listen critically.

## Speaking Tip #8

### The Desk-Side briefing

#### 1. **Things to do.**

- a. Confirm time with the individual being briefed or his/her designated representative.
- b. Check out the area in advance. If you will use a laptop computer then check out electrical outlets and other resources that you need to conduct the briefing.
- c. Find out about the individual you are briefing and make your briefing fit his/her knowledge or experience as much as possible.
- d. Design simple, neat visuals. Charts should emphasize key points your briefing will cover.
  - (1) If you're briefing a military audience or a DOD official you need to specify whether this is a classified or unclassified brief.
  - (2) When necessary include visual aids showing examples and summaries.
- e. Practice, practice, practice.
  - (1) Rehearse with another person while seated at a table or desk.
  - (2) Double check the sequence of your visual aids and their arrangement with your briefing.
  - (3) "Memorize" your introduction and summary.
- f. Use the rest room and relax before entering the office of the individual being briefed.
- g. Arrive 5 minutes early.
- h. Look confident when reporting and smile naturally.
- i. Break the ice with some *brief* but sincere "chatter" -- your prior "background check" of your audience will be helpful here.
- j. Place your charts where both you and your audience can see them clearly.
- k. Sit comfortably with both feet flat on the floor.
- l. Set the stage with the audience.
- m. Control the environment tactfully.

- n. Have note-taking materials readily available.
- o. Maintain good eye contact.
- p. Adopt a conversational, enthusiastic tone of voice.
- q. Use appropriate, natural gestures.
- r. Ask for clarification when you don't understand a question.

## 2. **Things to Avoid.**

- a. Don't turn your information briefing into a persuasive briefing.
- b. Don't attempt to cover too much information: restrict your topic and be specific.
- c. Don't carry coffee into the office.
- d. Don't use note cards or bring a pile of papers.
- e. Don't read the charts.
- f. Don't overload your charts so they become difficult to read and understand.
- g. Don't lean on the desk.
- h. Don't fumble putting the chart holder on the desk.
- i. Don't bluff when you can't answer a question. Be honest and say, "I don't know, but I'll find out and get back with you." Make sure that you find the answer and get back to the listener.
- j. Don't move things around on the listener's desk without asking first.

## **Speaking Tip #9**

### **Speaking to Different Audiences**

#### *Introduction*

Many people criticize speakers for not presenting information in a clear, concise, and easy-to-understand manner. Professional (technical, military, academic, etc.) speeches and presentations are often filled with jargon, buzzwords, and acronyms that are unfamiliar to people. Whenever you speak to an audience you must ensure that your speech is easily understood by every person in your audience.

#### *Audience Analysis*

Frequently the person who asks you to speak may assign a general topic area for you to address. For example, you're a military electrical engineer with. You've are to speak the local Kiwanis Club on your military profession. Remember, your audience may or may not have any know your profession, or know anything about the military. Therefore, you must conduct an audience analysis to identify what they know and don't know about both your profession and the military.

#### *Choosing a Topic*

In speaking to an audience that does not share your profession, select a topic that interests both you and your listeners. Use your knowledge about the subject to begin preparation. However, don't select a topic that is so abstract your audience can't understand it. Your task is to make it clear and understandable to your audience. Abstract and complex topics increases your communication difficulties.

#### *Preparation and Rehearsal*

When you have selected a topic, decide exactly what you want to say about it through mind-mapping or some other technique that helps you develop your topic. If you find you are not as familiar with the topic as you thought, research it, think about it, and discuss it with people who are knowledgeable about it before you decide what you want to say.

Picture how each of your ideas and examples may sound to your particular audience. Know exactly how you want your audience to react. Then, compare that with how you would react to each of your points if you were a member of that target audience. Work on your speech until the two images coincide.

Never take for granted that your listeners will see things the same way you do; the chances are great they will not. Phrase your talk in their terms--in light of their interests, not just yours. Carefully listen to yourself in rehearsal, and try to picture what your statements will communicate to the various people in your audience -- different backgrounds, educational levels, and interests. Select an approach that allows you to communicate with the majority of your selected audience.

Always define any terms that may confuse or appear vague to your audience. If you question whether a term is clear, assume it is not and define it. Avoid the hackneyed introduction "According to the dictionary..." Put some life and interest into your definitions and explanations.

### *Knowledge*

While a few people seem to work hard at being vague in their speaking, most of us can do so without the slightest effort. However, vocalizing clear ideas does require effort: your listeners must understand what you are saying. Vagueness is an enemy you must defeat. The most obvious and important way to defeat vagueness is to know exactly what it is you want to say. Don't try to create your speech as you go along. You'll never find direction by speaking off the cuff: "I don't know what I want but I'll know it when I see it." If you don't know from the beginning where you are going then your audience will also be lost.

Have a detailed understanding of your controlling idea or thesis statement before you try to speak about it. Careful research and thought do not have substitutes. Your audience will know whether you are prepared, and they will appreciate every hour you put into your preparation.